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ABSTRACT

Beginning with the first issue of the "NAEB Journal," a journal of the National Association of Educational Broadcasters, this index reports the authors, content, and subject areas of articles that have explored the fields of educational, instructional, noncommercial, and public telecommunications through 1979. Included are articles from the "NAEB Journal" from Volume 17, 1957, to Volume 26, 1967; the "Educational Broadcasting Review" from Volume 1, 1967, to Volume 7, 1973; and the "Public Telecommunications Review" from Volume 1, 1973 to Volume 7, 1979. The index consists of four sections: Topical Index in Brief, Topical Index, Abstracts, and Author Index. The Topical Index in Brief identifies the subject areas employed in the classification of articles. Major topic categories include (1) commercial broadcasting; (2) educational broadcasting/public broadcasting/noncommercial telecommunications; (3) international and foreign broadcasting; (4) learning theory; (5) mass communication curricula/broadcast education; (6) media effects/communication theory; (7) minorities/women/special interest groups; (8) motion pictures/film; (9) technologies and alternative services; (10) United States government; and (11) visual communication. The entry numbers contained within the Topical Index correspond to the number assigned to each article as it appeared chronologically, beginning with Volume 17 of the "NAEB Journal." (HOD)

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RESEARCH INDEX

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FOR NAEB JOURNALS

NAEB JOURNAL
EDUCATIONAL BROADCASTING REVIEW
PUBLIC TELECOMMUNICATIONS REVIEW

1957-1979

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Robert K. Avery
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Preface

This volume has been a labor of love. Initiated as a student project in a public broadcasting seminar at the University of Utah in 1973, the scope of the task did not become fully apparent until months later. Originally, the index was undertaken as an effort to help fellow students of public telecommunications gain entry into the vast literature that had resulted from NAEB's publication program.

When it became obvious that the compilation of such a volume would require thousands of hours of painful effort over many months, the investment of human resources was called to the attention of NAEB officials. Since the NAEB had never attempted to prepare an index to the journals that spanned the organization's publication history, the authors were encouraged to bring the project to completion. Had either the authors or the NAEB staff realized the commitment that would be required to complete this project successfully, the idea probably would have been abandoned. But ignorance *is* bliss, and now seven years after that initial agreement between the authors and the NAEB, this volume has become a reality.

A publication of this kind requires the dedication of many individuals in addition to those whose names appear under the title. The authors want to express their appreciation to those colleagues and friends who contributed their time and talents to this effort. At the NAEB, President James Fellows and Publications Director Eva Archer initially recognized the value of this compilation and pledged publication support if it could successfully be completed. Olga Zabludoff also provided continued encouragement during her tenure as publications director. Eleanor C. Miller, current director of publications, more than any other member of the NAEB, deserves our gratitude for bringing this volume to fruition. Not only did she help secure the funding to make the publication possible, but she served as the volume's editorial advisor.

At various stages in the evolution of the project, graduate students in the Department of Communication at the University of Utah contributed their expertise. One of the originators of the index was Judith White, and later research assistants were Rebecca English and Alan Seko.

Professors Richard Rieke and Robert Tiemens of the Communication faculty arranged for the necessary release time and research support. Dr. Christopher Sterling, Temple University, provided valuable suggestions with regard to the structure and format of the index. And the careful attention of Claudia Knell and Edith Welch to the typing of the manuscript was an enormous contribution.

To all of these individuals, we extend a sincere "thank you." While each contributed to this volume in his or her own special way, errors, omissions, or other shortcomings of this volume are solely our responsibility.

Salt Lake City, Utah
September 1980

Robert K. Avery
Paul E. Burrows
Clara J. Pincus

Introduction

Although the NAEB was founded in 1925, the organization did not actively become involved in the publication of a journal until 1957. A sister organization, the Association for Education by Radio-Television, began publishing the *AERT Journal* in 1940 (originally as the *AER Journal*), and when the AERT merged with NAEB in 1956, the NAEB assumed responsibilities for publishing the *Journal*. Building on the first 16 volumes of this initial effort, the new *NAEB Journal* made its debut as Volume 17 in 1957. Under the NAEB's editorial direction, the *Journal* moved away from its previous in-house trade news orientation and soon became a respected publication in both academic and professional circles. The *NAEB Journal* made its contribution to the literature of mass communication over a ten-year period, until it ceased publication with the July-August issue in 1967.

The decision to replace the *Journal* with an expanded publication that could keep pace with a rapidly changing industry led to the creation of the *Educational Broadcasting Review*. Volume 1 of *EBR* appeared in October of 1967 and continued publication through seven volumes, the last appearing in 1973. By this time, public telecommunications had achieved a level of maturity and national visibility that demanded a major reorientation in NAEB's publications program. To meet the industry's ever-growing need for information vital to its dynamic evolution, the journal format was abandoned in favor of a prestigious magazine style, patterned after the highly praised *Columbia Journalism Review*. The new NAEB publication, entitled *Public Telecommunications Review*, came into existence in August 1973, and continues to the present.

This volume represents a compilation of indices and abstracts that spans NAEB's publication history. Beginning with the first issue of the *NAEB Journal* published in 1957, the present index reports the authors, content, and subject areas of articles that have explored the fields of educational, instructional, noncommercial, and public telecommunications through 1979. In other words, the literature encompassing 22 years of the industry's development is summarized and cross-indexed for easy reference. Included are the *NAEB Journal* from Volume 17, 1957 to Volume 26, 1967; the *Educational Broadcasting Review* from Volume 1, 1967 to Volume 7, 1973; and the *Public Telecommunications Review* from Volume 1, 1973 to Volume 7, 1979.

The 1,431 entries come from 1,044 separate individuals and organizations. Typically excluded from this work are book reviews, individual program reviews, and brief research abstracts. However, where such reviews or summaries were determined to enhance the reader's understanding of the evolving field of public telecommunications, they have been included.

Organization of this Volume

This publication consists of four major sections: (1) Topical Index in Brief; (2) Topical Index; (3) Abstracts; and (4) Author Index. The Topical Index in Brief identifies the subject areas employed in the classification of articles. This overview of the many topical categories spanning the field of public and commercial telecommunications is envisioned as an introduction to both this volume in general, and the specific subject classifications of the Topical Index in particular. The Topical Index evolved from the descriptors developed for each article reviewed for this publication. While the reader's initial encounter with the Index might at first present a formidable task, increased familiarization with the categories and cross-indexing employed should result in relatively easy utilization.

The entry numbers contained within the Topical Index correspond to the number assigned to each article as it appeared chronologically, beginning with Volume 17 of the *NAEB Journal*. The numbers increase, uninterrupted, through Volume 7 of *PTR*. Of the 1,431 abstracts listed in section three, 694 entries are made for the *NAEB Journal*, 283 entries for *EBR*, and 454 entries for *PTR*. Each abstract is noted by its entry number, the author, title of the individual article, and pagination within that issue of the journal. In some cases, the abstract not only provides a salient summary of the article's content but also includes cross-references that lead the reader to related articles.

Immediately following the Abstracts is the Author Index. Every individual and organization contributing an article to one or more of the journals is listed in alphabetical order, along with the corresponding entry number(s). All articles written by a given individual can be readily identified and located through the use of the Author Index.

Topical Index in Brief

I. COMMERCIAL BROADCASTING

- **A. Audience**
  (see also VI:A)
  - 1. TV
  - 2. Radio
- **B. Finances/Economics**
  - 1. TV
  - 2. Radio
- **C. Historical Development**
  - 1. TV
  - 2. Radio
- **D. Personnel and Management**
  (see also VII:A)
  - 1. TV
  - 2. Radio
- **E. Production/Distribution**
  - 1. TV
  - 2. Radio
- **F. Programming**
  (see also VII:B:1)
  - 1. TV
  - 2. Radio
  - 3. Educational applications
  - 4. Evaluative criteria
- **G. Research**
  - 1. TV
  - 2. Radio
- **H. Responsibilities and Ethics: Role in Education and Society**
  - 1. TV
  - 2. Radio
  - 3. Access
  - 4. Ascertainment
    (see also II:O:4)
    (see also X:C:1)

II. EDUCATIONAL BROADCASTING/ PUBLIC BROADCASTING/ NONCOMMERCIAL TELECOMMUNICATIONS

- **A. Audience**
  (see also VI:A)
  - 1. TV
  - 2. Radio
- **B. Bibliographies**
  (see also V:A)
  - 1. TV
  - 2. Radio
- **C. Evaluative Criteria/Self-Criticism**
  - 1. TV
  - 2. Radio
- **D. Finances/Economics**
  (see also X:B)
  - 1. TV
  - 2. Radio
  - 3. Sources
    - a. Businesses and corporations
    - b. Colleges and universities
    - c. Federal sources
    - d. Foundations
    - e. Individuals
    - f. Station Program Cooperative (SPC)
      (see also II:L:3:c)
    - g. State and local governments
- **E. Historical Development**
  - 1. General overviews
    - a. TV
    - b. Radio
  - 2. By geographical region
    - a. Northeast
      (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT, WV)
      - (1) ITV

(2) ETV/PTV
(3) Radio
b. South
(AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, VA, TX)
(1) ITV
(2) ETV/PTV
(3) Radio
c. Central
(IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI)
(1) ITV
(2) ETV/PTV
(3) Radio
d. West
(AZ, CA, CO, ID, MT, NM, NV, OR, UT, WA, WY)
(1) ITV
(2) ETV/PTV
(3) Radio
e. Outlying
(AK, Guam, HI, Puerto Rico, Samoa, Virgin Islands)
(1) ITV
(2) ETV/PTV
(3) Radio

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1. TV
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a. Facilities and resources
b. Programming
(see also II:L:4:b)
c. Teaching methods and utilization
(see also II:Q:3)
2. Radio
(see also X:A:2)
a. Facilities and resources
b. Programming
(see also II:L:4:b)
c. Teaching methods and utilization
(see also II:Q:3)

G. NAEB

1. Historical development
2. Organizational structure
3. Policy statements, services, and functions
4. Presidents' messages

H. Networks/Interconnection

1. ITV
2. ETV/PTV
3. Radio

I. Organizations

1. Advisory Council (Committee) of National Organizations (ACNO)
2. Agency for instructional Television (AIT)
(see also National Center for School and College Television)
(see also National Instructional Television)
(see also National Instructional Television Library)
3. Alabama Public Television Network (APTN)
4. American Council on Education (ACE)
5. Association of Public Radio Stations (APRS)
(see also National Educational Radio)
6. Association of Public Television Producers
7. Carnegie Commission I and II
8. Catholic Television Network (CTN)
9. Central Florida Educational Television
10. Central Michigan Educational Television Council
11. Children's Television Workshop (CTW)
12. Commission on Instructional Technology
13. Communications Satellite Corporation (COMSAT)
14. Corporation for Public Broadcasting (CPB)
15. Eastern Educational Television Network (EEN)
(see also Northeastern Regional Instructional Television Library)
16. Educational Media Council (EMC)
17. Educational Radio Network (ERN)
(see also Educational Television and Radio Center)
(see also National Educational Television)
(see also National Educational Television and Radio Center)
18. Educational Television and Radio Center (ETRC)
(see also National Educational Television)
(see also National Educational Television and Radio Center)
19. Educational Television Stations division (ETS)
(see also National Association of Educational Broadcasters)
20. Ford Foundation
21. Great Plains National Instructional Television Library (GPNITL)
(see also National Instructional Television Library)
22. Hagerstown CCTV Project (Washington County, MD)
23. Joint Council on Educational Telecommunications (JCET)
24. Kentucky Educational Television Network
25. Markle Foundation (John and Mary)
26. Maryland Center for Public Broadcasting
27. Metropolitan Educational Television Association of New York City (META)
28. Midwest Council (Project) on Airborne Television Instruction (MPATI)
(see also IX:C:1)

29. Midwestern Educational Television, Inc. (MET)
30. Mississippi Authority for Educational Television
31. National Association of Educational Broadcasters (NAEB)
    (see II:G)
32. National Cable Television Association (NCTA)
33. National Center for School and College Television (NCSCT)
    (see Agency for Instructional Television)
    (see National Instructional Television)
    (see National Instructional Television Library)
34. National Educational Radio (NER)
    (see also Association of Public Radio Stations)
    (see also National Association of Educational Broadcasters)
35. National Educational Television (NET)
    (see also Educational Television and Radio Center)
    (see also National Educational Television and Radio Center)
36. National Educational Television and Radio Center (NETRC)
    (see also Educational Television and Radio Center)
    (see also National Educational Television)
37. National Federation of Community Broadcasters (NFCB)
38. National Instructional Television (NIT)
    (see also Agency for Instructional Television)
    (see also National Center for School and College Television)
    (see also National Instructional Television Library)
39. National Instructional Television Library (NITL)
    (see also Agency for Instructional Television)
    (see also Great Plains National Instructional Television Library)
    (see also National Educational Television and Radio Center)
    (see also Northeastern Regional Instructional Television Library)
40. National Public Affairs Center for Television (NPACT)
41. National Public Radio (NPR)
42. Nebraska Educational Television Network
43. Northeastern Regional Instructional Television Library
    (see also Eastern Educational Television Network)
    (see also National Instructional Television Library)
44. Open Studio (KQED)
45. Pacifica Foundation
46. Public Broadcasting Service (PBS)
47. Public Service Satellite Consortium (PSSC)
48. Public Television Library (PTL)
    (see also Educational Television Stations division)
49. Radio and Television News Directors Association (RTNDA)
50. South Carolina Educational Television and Radio Network
51. Southern Educational Communications Association (SECA)
52. Texas Educational Microwave Project (TEMP)
53. United Nations Educational, Scientific, and Cultural Organization (UNESCO)
54. University of Mid-America (UMA)

J. Personnel and Management

(see also VII:A)

1. TV
2. Radio

K. Production/Distribution

1. Facilities
    a. TV
    b. Radio
2. Methods and processes
    a. TV
    b. Radio

L. Programming

1. In general
    a. TV
    b. Radio
2. Evaluative criteria
3. Program producer and/or distributor
    a. Independent producers
    b. Local TV/radio production and distribution
    c. National TV/radio distribution
        (includes Station Program Cooperative: SPC)
        (see also II:D:3:f)
    d. Regional and statewide distributors
4. Program type
    a. Children's programming
    b. Instructional/educational
        (see also II:F:1:b)
        (see also II:F:2:b)
    c. News and public affairs
    d. Performing arts, cultural, dramatic and entertainment
    e. Special interest audience programming
        (includes adult/continuing education, handicapped, minorities, senior citizens, and women)
        (see also VII:B)

M. Public and Internal Relations

1. In general
2. Business organizations and associations
3. Civil rights organizations
4. Commercial broadcasters and telecommunications industries
5. Educators, educational institutions, school boards and administrators
6. Federal government
   (see also X)
7. Labor organizations and unions
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9. Medical profession
10. Foundations
11. Public
12. Religious groups
13. State legislatures
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N. Research

1. TV
2. Radio

O. Responsibilities and Ethics: Role in Education and Society

1. TV
2. Radio
3. Access
4. Ascertainment
   (see also I:H:4)
   (see also X:C:1)
5. Localism/nationalism

P. System Structure/Policy Issues

(see also I:H)
(see also II:C)
(see also II:M)
(see also II:O)
(see also X:B)
(see also X:C)

1. TV
2. Radio

Q. Teachers and TV/Radio

(see also II:F:1)
(see also II:F:2)

1. Evaluation and standards
2. Compensation, professional recognition for TV/radio teachers, and release time
3. Pedagogical techniques and teacher training
   (see also II:F:1:c)
   (see also II:F:2:c)
4. Teachers' reactions to TV and radio use
5. Use of copyrighted materials and program ownership
   (see also X:B:5)

III. INTERNATIONAL AND FOREIGN BROADCASTING

A. General Topics

1. Agreements and policies
   (includes WARC and the Helsinki Co-op)
2. Critical and evaluative standards/broadcasting system comparison
3. Educational potential
4. Programming and intercultural exchanges
5. Research
6. Satellites
   (see also IX:C:14)
   (see also X:C:11)
7. U.S. influence and image

B. Geographical Regions

1. Africa
   - a. In general
   - b. Malawi
   - c. Niger
   - d. Nigeria
   - e. South Africa
   - f. Sudan
   - g. Tanganyika
2. Asia and the Middle East
   - a. In general
   - b. Afghanistan
   - c. China, People's Republic of
   - d. India
   - e. Iran
   - f. Israel
   - g. Japan
   - h. Korea
   - i. Saudi Arabia
   - j. Singapore
   - k. Soviet Union (see Europe)
   - l. Taiwan
   - m. Thailand
3. Australia and Pacific Islands
   - a. In general
   - b. Australia
   - c. Indonesia
   - d. Philippines
   - e. Samoa
     (see also II:E:2:e)
4. Europe
   - a. In general
   - b. Belgium
   - c. Czechoslovakia
   - d. Finland
   - e. France
   - f. Germany (East)
   - g. Germany (West)
   - h. Great Britain
   - i. Hungary
   - j. Italy
   - k. Netherlands
   - l. Poland
   - m. Portugal
   - n. Soviet Union
   - o. Spain
   - p. Sweden
   - q. Switzerland
   - r. Yugoslavia
5. Latin America and South America
   - a. In general
   - b. Brazil
   - c. Colombia
   - d. Cuba
   - e. El Salvador

  - f. Mexico
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- 6. North America
  - a. In general
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A. In General

B. Research and Applications

V. MASS COMMUNICATION CURRICULA/BROADCAST EDUCATION

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B. Examples of Curricula

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2. Radio

B. Research
1. TV
2. Radio

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(see also I:D)
(see also II:J)

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B. Uses, Applications, and Impact

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2. All-channel receivers
   (see also X:B:2)
3. CATV
4. CCTV
5. Channel allocations
   (see also X:C:2)
6. Computers
7. Dual audio television
8. FM broadcasting (includes Subsidiary Communications Authorization: SCA)
9. ITFS and multipoint distribution systems
10. Land mobile radio and two-way radio operations
11. Low power broadcasting
12. Microwave
13. Programmed instruction
14. Satellites
    (see also III:A:6)
    (see also X:C:11)
15. Shortwave
16. Subscription radio
17. Subscription (pay) TV
18. Teletext, "Viewdata," facsimile transmissions, information systems
19. Television cameras
20. Television receivers
21. Translators and repeaters
22. Two-way television
23. UHF
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1. Use of TV
2. Use of radio

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9. Public Broadcasting Financing Act of 1975
10. Public Telecommunications Financing Act of 1978

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   (see also II:O:4)
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4. Cross-media ownership
5. Educational Broadcasting Branch
6. Fairness Doctrine
7. History
8. License renewal
9. Organizations
10. Regulatory policy
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3. Equal Employment Opportunity Commission (EEOC)
4. Federal Communications Commission (FCC)
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5. Federal Trade Commission (FTC)
6. National Aeronautics and Space Administration (NASA)
7. National Endowment for the Arts (NEA)
8. National Endowment for the Humanities (NEH)
9. National Science Foundation (NSF)
10. National Telecommunications and Information Administration (NTIA)
    (see also Office of Telecommunications Policy)
    (see also X:D)
11. Office of Telecommunications Policy (OTP)
    (see also National Telecommunications and Information Administration)
    (see also X:D)
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13. Voice of America (VOA) and Radio Free Europe (RFE)

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B. Applications

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(see also VI:A)
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B. **Finances/Economics**
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2. Radio
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2. Radio
105, 537, 584, 768, 849, 921, 975, 1025, 1158, 1381.

H. **Responsibilities and Ethics: Role in Education and Society**
1. TV
15, 32, 90, 96, 139, 140, 173, 187, 191, 219, 237, 266, 267, 300, 368, 369, 385, 468, 487, 497, 535, 562, 574, 576, 589, 677, 725, 739, 740, 772, 780, 787, 804, 813, 908, 910, 911, 913, 914, 923, 925, 963, 970, 990, 1014, 1017, 1023, 1027, 1050, 1067, 1069, 1081, 1082, 1117, 1129, 1139, 1144, 1154, 1155, 1166, 1167, 1178, 1181, 1286, 1304, 1313, 1322, 1363.
2. Radio
139, 140, 187, 196, 237, 369, 385, 487, 497, 535,

576, 589, 677, 739, 740, 923, 925, 963, 970, 1018, 1023, 1069, 1082, 1144, 1154, 1155, 1167, 1187, 1304, 1324, 1363.

3. Access
   751, 917, 959, 991, 1073, 1074, 1166, 1396.
4. Ascertainment
   (see also II:O:4)
   (see also X:C:1)
   85, 254, 369, 481, 960, 1032, 1073, 1074, 1076, 1123, 1181, 1350.

II. EDUCATIONAL BROADCASTING/ PUBLIC BROADCASTING/ NONCOMMERCIAL TELECOMMUNICATIONS

A. Audience

(see also VI:A)

1. TV
   10, 22, 34, 40, 58, 61, 63, 65, 71, 73, 274, 278, 286, 291, 326, 443, 458, 481, 519, 618, 631, 680, 694, 701, 711, 716, 719, 727, 733, 734, 768, 785, 788, 807, 814, 821, 822, 825, 839, 853, 854, 872, 874, 917, 921, 945, 951, 978, 983, 990, 1004, 1014, 1016, 1021, 1027, 1033, 1034, 1047, 1048, 1050, 1057, 1059, 1061, 1077, 1080, 1092, 1100, 1101, 1113, 1130, 1141, 1159, 1165, 1168, 1170, 1184, 1189, 1191, 1192, 1193, 1200, 1201, 1210, 1234, 1243, 1244, 1245, 1246, 1254, 1263, 1268, 1310, 1311, 1332, 1363, 1384, 1405, 1427.
2. Radio
   22, 101, 121, 135, 291, 396, 459, 478, 481, 484, 638, 701, 733, 768, 814, 854, 872, 874, 888, 917, 921, 945, 1004, 1033, 1034, 1080, 1089, 1158, 1177, 1191, 1192, 1204, 1206, 1226, 1234, 1249, 1254, 1308, 1332, 1363, 1366, 1426.

B. Bibliographies

(see also V:A)

1. TV
   23, 108, 123, 153, 211, 217, 233, 290, 302, 719, 743, 756, 757, 769, 874, 881, 895, 923, 963, 1017, 1030, 1035, 1037, 1038, 1085, 1127, 1167, 1241, 1292, 1304, 1353, 1363, 1430.
2. Radio
   23, 108, 123, 153, 211, 217, 233, 290, 302, 745, 768, 874, 895, 923, 963, 1017, 1030, 1037, 1085, 1167, 1241, 1292, 1304, 1353, 1363, 1430.

C. Evaluative Criteria/Self-Criticism

1. TV
   12, 28, 61, 81, 224, 232, 236, 248, 263, 267, 284, 333, 345, 353, 355, 361, 362, 363, 367, 369, 378, 385, 388, 395, 421, 463, 466, 477, 482, 513, 526, 546, 555, 571, 577, 618, 652, 655, 664, 665, 667, 678, 712, 713, 718, 719, 720, 724, 725, 797, 803, 806, 812, 832, 834, 839, 840, 847, 848, 869, 882, 896, 919, 929, 966, 990, 1000, 1008, 1020, 1021, 1028, 1033, 1035, 1052, 1057, 1061, 1068, 1079, 1080, 1081, 1086, 1090, 1097, 1098, 1100, 1101, 1102, 1106, 1110, 1116, 1117, 1121, 1124, 1130, 1141, 1144, 1148, 1149, 1161, 1168, 1170, 1171, 1174, 1182, 1184, 1185, 1196, 1198, 1213, 1223, 1234, 1238, 1241, 1242, 1243, 1244, 1245, 1254, 1256, 1261, 1262, 1263, 1272, 1273, 1283, 1284, 1285, 1291, 1306, 1310, 1311, 1317, 1321, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1337, 1343, 1346, 1354, 1363, 1365, 1370, 1383, 1384, 1395, 1406, 1419, 1431.
2. Radio
   224, 236, 263, 333, 353, 355, 369, 378, 385, 388, 395, 419, 463, 479, 484, 577, 628, 655, 797, 806, 869, 882, 929, 966, 968, 1033, 1059, 1068, 1079, 1080, 1086, 1090, 1097, 1098, 1102, 1110, 1144, 1161, 1171, 1174, 1185, 1196, 1198, 1213, 1223, 1226, 1238, 1241, 1242, 1254, 1256, 1261, 1262, 1263, 1272, 1273, 1285, 1291, 1306, 1307, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1343, 1346, 1354, 1363, 1365, 1366, 1370, 1374, 1376, 1382, 1383, 1419.

D. Finances/Economics

(see also X:B)

1. TV
   90, 117, 118, 154, 155, 156, 157, 199, 248, 250, 286, 308, 362, 368, 380, 395, 446, 504, 526, 530, 531, 532, 546, 555, 582, 595, 656, 663, 664, 665, 666, 675, 677, 685, 701, 707, 716, 722, 724, 733, 741, 742, 802, 827, 847, 853, 855, 875, 892, 900, 907, 919, 928, 932, 933, 940, 947, 952, 953, 955, 957, 958, 980, 981, 982, 986, 987, 989, 992, 997, 1005, 1013, 1035, 1041, 1043, 1045, 1079, 1080, 1090, 1098, 1107, 1109, 1124, 1172, 1173, 1176, 1194, 1195, 1200, 1202, 1207, 1208, 1209, 1210, 1211, 1220, 1227, 1232, 1242, 1248, 1256, 1262, 1263, 1272, 1274, 1279, 1280, 1283, 1284, 1285, 1330, 1332, 1336, 1338, 1346, 1359, 1363, 1384, 1385, 1387, 1402, 1418, 1431.
2. Radio
   103, 171, 208, 395, 530, 570, 598, 656, 663, 667, 701, 707, 733, 752, 770, 802, 851, 875, 892, 900, 933, 947, 955, 957, 958, 968, 986, 987, 992, 997, 1005, 1013, 1059, 1080, 1090, 1098, 1109, 1172, 1173, 1220, 1227, 1242, 1248, 1256, 1262, 1272, 1274, 1280, 1285, 1307, 1330, 1332, 1338, 1346, 1363, 1366, 1373, 1402.
3. Sources
   a. Businesses and corporations
      199, 892, 1227, 1253, 1256, 1280, 1282, 1337, 1359, 1384.
   b. Colleges and universities
      957, 968, 1338, 1411.
   c. Federal sources
      90, 156, 157, 161, 248, 286. 368, 380, 530, 532, 595, 664, 685, 716, 724, 741, 770, 855, 892, 900, 919, 928, 932, 933, 947, 952, 953, 955, 957, 958, 987, 997, 1005, 1043, 1059, 1098, 1109, 1124, 1147, 1172, 1173, 1176, 1194, 1195, 1200, 1202, 1207, 1208, 1209, 1220, 1227, 1232, 1242, 1248, 1256, 1262, 1263, 1272, 1274, 1281, 1282, 1283, 1285, 1307, 1332, 1346, 1366, 1373, 1384, 1418.
   d. Foundations
      199, 707, 892, 986, 1227, 1256, 1384, 1387.
   e. Individuals

171, 199, 368, 892, 968, 989, 1048, 1059, 1173, 1227, 1256, 1282, 1376, 1402.
f. Station Program Cooperative (SPC)
(see also II:L:3:c)
940, 1045, 1057, 1210, 1211, 1346.
g. State and local governments
532, 892, 957, 1062, 1227, 1256, 1338.

E. Historical Development

1. General overviews
a. TV
6, 7, 26, 44, 95, 106, 154, 201, 225, 316, 322, 339, 361, 412, 477, 514, 520, 546, 582, 607, 663, 678, 696, 706, 730, 741, 771, 810, 815, 816, 857, 858, 862, 874, 898, 923, 928, 932, 939, 949, 972, 986, 1000, 1008, 1017, 1029, 1033, 1080, 1085, 1091, 1124, 1144, 1147, 1157, 1160, 1167, 1173, 1207, 1220, 1224, 1236, 1242, 1255, 1256, 1262, 1274, 1282, 1285, 1304, 1335, 1346, 1356, 1363.
b. Radio
6, 26, 49, 83, 136, 171, 316, 339, 340, 397, 412, 520, 535, 599, 607, 628, 670, 696, 706, 745, 810, 816, 862, 874, 923, 939, 949, 968, 972, 1000, 1017, 1029, 1033, 1059, 1080, 1085, 1091, 1122, 1144, 1158, 1167, 1173, 1220, 1236, 1242, 1256, 1262, 1285, 1304, 1335, 1346, 1356, 1363, 1367, 1378.
2. By geographical region
a. Northeast
(CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT, WV)
(1) ITV
7, 97, 561, 1077.
(2) ETV/PTV
98, 142, 366, 393, 531, 633, 683, 759, 1078.
(3) Radio
168, 343, 348, 1093.
b. South
(AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, VA, TX)
(1) ITV
269, 400, 428, 662, 907, 1077, 1176.
(2) ETV/PTV
9, 24, 99, 162, 163, 269, 373, 377, 1083, 1153, 1225.
(3) Radio
765, 1379, 1410, 1411.
c. Central
(IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI)
(1) ITV
120, 273, 283, 327, 328, 354, 453, 476, 514, 631, 905, 1077, 1081, 1176, 1179.
(2) ETV/PTV
8, 120, 132, 303, 330, 954, 1243.
(3) Radio
20, 76, 135, 164, 305, 435, 1158.
d. West
(AZ, CA, CO, ID, MT, NM, NV, OR, UT, WA, WY)
(1) ITV
59, 299, 561, 602, 1077, 1176, 1179, 1357.
(2) ETV/PTV
602, 954, 1189, 1357, 1387, 1402.
(3) Radio
33, 1089, 1402, 1409, 1412.
e. Outlying
(AK, Guam, HI, Puerto Rico, Samoa, Virgin Islands)
(1) ITV
390, 595, 738, 762, 927, 1247.
(2) ETV/PTV
540, 738, 927.
(3) Radio
540, 927.

F. Instructional Uses

1. TV
(see also X:A:1)
a. Facilities and resources
46, 47, 102, 221, 223, 234, 235, 247, 311, 328, 358, 390, 391, 411, 474, 602, 662, 673, 690, 732, 742, 850, 946, 963, 979, 986, 1002, 1003, 1008, 1009, 1012, 1015, 1035, 1052, 1055, 1081, 1090, 1103, 1106, 1108, 1176, 1179, 1182, 1247, 1252, 1287, 1341, 1344, 1390, 1394.
b. Programming
(see also II:L:4:b)
39, 43, 64, 67, 97, 107, 110, 144, 149, 197, 198, 205, 212, 214, 223, 227, 232, 240, 241, 249, 251, 265, 281, 301, 319, 320, 329, 335, 338, 372, 374, 375, 431, 438, 474, 476, 488, 500, 502, 507, 512, 517, 525, 534, 556, 560, 604, 606, 616, 627, 629, 636, 637, 642, 644, 646, 671, 687, 690, 698, 792, 812, 979, 1008, 1035, 1063, 1077, 1093, 1104, 1106, 1121, 1150, 1159, 1165, 1182, 1188, 1244, 1245, 1247, 1252, 1287, 1312, 1314, 1321, 1341, 1347, 1385, 1417, 1424.
c. Teaching methods and utilization
(see also II:Q:3)
7, 10, 17, 19, 28, 37, 39, 66, 88, 116, 117, 122, 127, 148, 149, 160, 197, 205, 212, 223, 221, 232, 239, 240, 241, 247, 249, 265, 284, 318, 323, 328, 338, 357, 358, 372, 373, 375, 401, 406, 416, 422, 452, 453, 456, 458, 474, 476, 491, 502, 507, 512, 534, 541, 547, 548, 556, 560, 573, 575, 581, 582, 583, 585, 601, 604, 613, 616, 620, 631, 636, 645, 648, 653, 659, 660, 661, 673, 678, 682, 687, 690, 698, 717, 721, 722, 726, 728, 743, 756, 757, 760, 762, 775, 782, 789, 807, 809, 814, 819, 831, 835, 849, 850, 868, 871, 876, 966, 979, 1010, 1012, 1015, 1035, 1040, 1047, 1063, 1077, 1081, 1090, 1103, 1104, 1108, 1121, 1150, 1179, 1182, 1188, 1230, 1247, 1264, 1287, 1289, 1341, 1398.
2. Radio
(see also X:A:2)
a. Facilities and resources
246, 247, 430, 732, 798, 850, 946, 963, 968,

979, 1093, 1009, 1081, 1090, 1217, 1252, 1341.

- b. Programming
  (see also II:L:4:b)
  69, 83, 109, 144, 169, 246, 432, 552, 968, 979, 1093, 1226, 1252, 1341.
- c. Teaching methods and utilization
  (see also II:Q:3)
  49, 247, 323, 370, 406, 552, 601, 653, 721, 775, 782, 814, 831, 849, 850, 966, 979, 1010, 1047, 1081, 1090, 1217, 1226, 1341.

G. NAEB

1. Historical development
   26, 128, 138, 228, 898, 928, 999, 1059, 1133, 1176, 1367.
2. Organizational structure
   138, 297, 415, 862, 928, 954, 955, 964, 1274, 1335, 1346, 1367.
3. Policy statements, services, and functions
   16, 26, 27, 55, 95, 128, 132, 138, 185, 201, 228, 239, 244, 250, 276, 297, 310, 321, 364, 427, 464, 499, 551, 554, 564, 638, 656, 688, 689, 723, 746, 748, 749, 752, 764, 773, 795, 860, 862, 901, 928, 934, 942, 954, 955, 964, 999, 1000, 1006, 1109, 1122, 1157, 1247, 1330, 1332, 1335, 1341.
4. Presidents' messages
   138, 228, 297, 398, 748, 811, 852, 860, 900, 954, 955, 999, 1006, 1075, 1174.

H. Networks/Interconnection

1. ITV
   6, 59, 95, 97, 161, 232, 269, 328, 400, 554, 736, 738, 818, 907, 1176, 1179, 1247, 1332. 1356.
2. ETV/PTV
   6, 9, 44, 95, 158, 159, 161, 163, 269, 285, 286, 363, 377, 388, 393, 411, 554, 652, 683, 738, 839, 1045, 1098, 1106, 1124, 1157, 1171, 1175, 1207, 1209, 1220, 1224, 1225, 1232, 1243, 1262, 1263, 1274, 1332, 1356.
3. Radio
   6, 196, 397, 432, 549, 554, 598, 608, 638, 652, 729, 1158, 1171, 1207, 1217, 1220, 1275, 1332, 1356, 1367, 1371.

I. Organizations

1. Advisory Council (Committee) of National Organizations (ACNO)
   1068, 1106, 1242, 1262, 1335, 1346.
2. Agency for Instructional Television (AIT)
   (see also National Center for School and College Television)
   (see also National Instructional Television)
   (see also National Instructional Television Library)
   1179, 1385.
3. Alabama Public Television Network (APTV)
   9, 163, 930, 1361.
4. American Council on Education (ACE)
   42, 730, 1164.
5. Association of Public Radio Stations (APRS)
   (see also National Educational Radio)
   1158, 1220, 1262, 1346, 1367.
6. Association of Public Television Producers
   786.
7. Carnegie Commission (I and II)
   654, 663, 666, 667, 668, 675, 858, 882, 928, 932, 1043, 1098, 1173, 1207, 1220, 1224, 1250, 1256, 1262, 1263, 1281, 1285, 1307, 1335, 1346, 1367, 1384, 1394, 1399, 1407, 1418.
8. Catholic Television Network (CTN)
   1176.
9. Central Florida Educational Television
   428, 907.
10. Central Michigan Educational Television Council
    474.
11. Children's Television Workshop (CTW)
    791, 986, 1159, 1276, 1347.
12. Commission on Instructional Technology
    819.
13. Communications Satellite Corporation (COMSAT)
    676, 1071.
14. Corporation for Public Broadcasting (CPB)
    770, 786, 795, 882, 896, 934, 940, 947, 948, 954, 958, 985, 1005, 1057, 1068, 1080, 1098, 1106, 1109, 1126, 1148, 1157, 1158, 1170, 1171, 1173, 1184, 1207, 1209, 1220, 1231, 1232, 1234, 1242, 1248, 1250, 1256, 1262, 1263, 1274, 1281, 1284, 1285, 1307, 1330, 1332, 1335, 1346, 1356, 1366, 1367, 1373, 1374.
15. Eastern Educational Network (EEN)
    (see also Northeastern Regional Instructional Television Library)
    391, 393, 1190.
16. Educational Media Council (EMC)
    302.
17. Educational Radio Network (ERN)
    (see also Educational Television and Radio Center)
    (see also National Educational Television)
    (see also National Educational Television and Radio Center)
    397.
18. Educational Television and Radio Center (ETRC)
    (see also National Educational Television)
    (see also National Educational Television and Radio Center)
    6, 730.
19. Educational Television Stations division (ETS)
    (see also National Association of Educational Broadcasters)
    795, 928, 932, 958.
20. Ford Foundation
    265, 354, 368, 592, 652, 654, 656, 666, 667, 668, 675, 676, 730, 858, 882, 928, 1020, 1070, 1079, 1157, 1171, 1207, 1209, 1256, 1262, 1263, 1346, 1347, 1387.
21. Great Plains National Instructional Television Library (GPNITL)
    (see also National Instructional

Television Library)
363, 389, 391.

22. Hagerstown CCTV Project (Washington County, MD)
7, 539, 561.

23. Joint Council on Educational Telecommunications (JCET)
95, 730, 1164.

24. Kentucky Educational Television Network
377, 1225.

25. Markle Foundation (John and Mary)
1021.

26. Maryland Center for Public Broadcasting
1234, 1269, 1280, 1337.

27. Metropolitan Educational Television Association of New York City (META)
142.

28. Midwest Council (Program) on Airborne Television Instruction (MPATI)
(see also IX:C:1)
120, 308, 392, 514, 905.

29. Midwestern Educational Television, Inc. (MET)
363.

30. Mississippi Authority for Educational Television (MAET)
1266.

31. National Association of Educational Broadcasters (NAEB)
(see II:G)

32. National Cable Television Association (NCTA)
327, 462, 1002.

33. National Center for School and College Television (NCSCT)
(see Agency for Instructional Television)
(see National Instructional Television)
(see National Instructional Television Library)

34. National Educational Radio (NER)
(see also Association of Public Radio Stations)
(see also National Association of Educational Broadcasters)
608, 752, 770, 777, 1367.

35. National Educational Television (NET)
(see also Educational Television and Radio Center)
(see also National Educational Television and Radio Center)
6, 286, 303, 771, 778, 786, 795, 1157, 1171, 1262.

36. National Educational Television and Radio Center (NETRC)
(see also Educational Televison and Radio Center)
(see also National Educational Television)
95, 125, 161, 368, 391, 397, 411.

37. National Federation of Community Broadcasters (NFCB)
1375, 1376.

38. National Instructional Television (NIT)
(see also Agency for Instructional Television)
(see also National Center for School and College Television)
(see also National Instructional Television Library)
812.

39. National Instructional Television Library (NITL)
(see also Agency for Instructional Television)
(see also Great Plains National Instructional Television Library)
(see also National Educational Television and Radio Center)
(see also Northeastern Regional Instructional Television Library)
389, 391.

40. National Public Affairs Center for Television (NPACT)
974, 1057, 1114.

41. National Public Radio (NPR)
854, 1007, 1080, 1158, 1207, 1209, 1220, 1221, 1256, 1262, 1274, 1275, 1281, 1285, 1308, 1330, 1335, 1346, 1366, 1367, 1371, 1375, 1377, 1409.

42. Nebraska Educational Television Network
273.

43. Northeastern Regional Instructional Television Library
(see also Eastern Educational Network)
(see also National Instructional Television Library)
389, 391.

44. Open Studio (KQED)
1197, 1288.

45. Pacifica Foundation
171, 828, 863, 1376, 1402, 1412.

46. Public Broadcasting Service (PBS)
777, 778, 786, 882, 889, 896, 903, 935, 985, 1004, 1045, 1057, 1068, 1079, 1080, 1084, 1094, 1098, 1109, 1141, 1157, 1171, 1173, 1207, 1209, 1220, 1224, 1232, 1234, 1242, 1250, 1256, 1262, 1274, 1281, 1284, 1285, 1290, 1318, 1325, 1330, 1332, 1335, 1346, 1356, 1367, 1407.

47. Public Service Satellite Consortium (PSSC)
1163, 1209, 1400.

48. Public Television Library (PTL)
(see also Educational Television Stations division)
958, 1055.

49. Radio and Television News Directors Association (RTNDA)
378.

50. South Carolina Educational Television and Radio Network
1217.

51. Southern Educational Communications Association (SECA)
1175.

52. Texas Educational Microwave Project (TEMP)
269, 400, 458, 488.

53. United Nations Educational, Scientific, and Cultural Organization (UNESCO)

16, 321, 447, 632, 679, 1076.
54. University of Mid-America (UMA)
1179.

J. Personnel and Management

(see also VII:A)
1. TV
55, 62, 71, 74, 77, 82, 125, 202, 204, 224, 234, 235, 253, 263, 356, 364, 387, 398, 408, 409, 410, 437, 475, 482, 483, 494, 499, 522, 565, 567, 596, 674, 686, 739, 740, 742, 746, 747, 748, 749, 750, 764, 767, 800, 826, 847, 848, 874, 891, 897, 930, 937, 942, 963, 973, 979, 980, 981, 982, 987, 992, 1004, 1012, 1080, 1083, 1088, 1102, 1152, 1168, 1172, 1232, 1233, 1235, 1251, 1258, 1271, 1277, 1278, 1304, 1306, 1315, 1332, 1335, 1338, 1339, 1346, 1357, 1363, 1370, 1387, 1398, 1400, 1404, 1422, 1428.
2. Radio
55, 103, 244, 263, 364, 398, 408, 409, 410, 483, 494, 522, 570, 596, 739, 740, 746, 747, 748, 749, 750, 752, 764, 770, 800, 874, 891, 897, 942, 963, 973, 979, 987, 992, 1004, 1080, 1087, 1088, 1102, 1172, 1233, 1235, 1251, 1258, 1271, 1275, 1278, 1306, 1323, 1332, 1335, 1338, 1339, 1346, 1363, 1370, 1374, 1404, 1411, 1422, 1428.

K. Production/Distribution

1. Facilities
a. TV
38, 44, 47, 60, 99, 102, 120, 133, 146, 200, 230, 255, 299, 308, 328, 358, 390, 392, 403, 424, 426, 439, 447, 451, 480, 485, 514, 569, 602, 621, 652, 963, 971, 979, 983, 988, 1022, 1058, 1066, 1078, 1081, 1160, 1163, 1175, 1176, 1201, 1224, 1225, 1240, 1288.
b. Radio
208, 342, 549, 570, 598, 638, 770, 963, 979, 1051, 1081, 1158, 1163, 1221, 1309.
2. Methods and processes
a. TV
4, 60, 70, 74, 79, 122, 125, 146, 148, 217, 234, 235, 255, 295, 296, 324, 349, 350, 365, 367, 375, 424, 433, 438, 439, 448, 457, 461, 467, 470, 482, 485, 491, 495, 498, 515, 522, 542, 546, 555, 594, 610, 618, 622, 623, 625, 640, 643, 645, 648, 665, 674, 868, 881, 963, 983, 1004, 1022, 1024, 1035, 1044, 1045, 1058, 1066, 1078, 1093, 1145, 1150, 1152, 1159, 1175, 1176, 1183, 1194, 1197, 1200, 1201, 1208, 1212, 1214, 1216, 1266, 1267, 1269, 1270, 1276, 1279, 1304, 1312, 1315, 1316, 1320, 1321, 1326, 1340, 1349, 1352, 1385.
b. Radio
217, 243, 294, 396, 484, 502, 511, 522, 609, 610, 623, 881, 963, 1004, 1093, 1217, 1221, 1226, 1304, 1309, 1416.

L. Programming

1. In general
a. TV
10, 61, 62, 71, 81, 159, 280, 303, 322, 418, 463, 540, 542, 566, 571, 618, 660, 665, 701, 715, 718, 724, 727, 755, 767, 778, 785, 786, 787, 795, 802, 803, 806, 814, 817, 826, 827, 829, 839, 844, 847, 848, 853, 861, 882, 889, 896, 899, 903, 906, 917, 929, 935, 940, 950, 1000, 1002, 1003, 1008, 1021, 1022, 1024, 1029, 1045, 1061, 1065, 1080, 1100, 1101, 1107, 1114, 1117, 1118, 1124, 1130, 1141, 1153, 1166, 1173, 1209, 1232, 1240, 1246, 1256, 1262, 1268, 1281, 1345, 1407, 1427.
b. Radio
10, 78, 83, 159, 244, 277, 396, 459, 463, 538, 540, 549, 570, 608, 638, 701, 755, 802, 806, 814, 817, 851, 853, 854, 861, 882, 906, 917, 929, 968, 1000, 1002, 1003, 1007, 1029, 1060, 1080, 1173, 1177, 1209, 1215, 1256, 1262, 1281, 1308, 1366, 1371, 1375, 1382.
2. Evaluative criteria
81, 277, 306, 315, 337, 345, 362, 363, 367, 378, 385, 386, 421, 448, 454, 463, 482, 484, 513, 543, 550, 577, 580, 618, 713, 718, 720, 725, 752, 803, 806, 812, 813, 834, 838, 840, 929, 934, 935, 948, 950, 966, 970, 974, 998, 1018, 1020, 1021, 1028, 1035, 1052, 1057, 1061, 1064, 1083, 1092, 1098, 1100, 1101, 1102, 1117, 1130, 1131, 1136, 1137, 1141, 1142, 1143, 1156, 1165, 1166, 1168, 1169, 1170, 1177, 1182, 1184, 1204, 1206, 1226, 1242, 1244, 1245, 1256, 1290, 1314, 1325, 1363, 1382.
3. Program producer and/or distributor
a. Independent producers
1284, 1318, 1332, 1336, 1355, 1407, 1408, 1409.
b. Local TV/radio production and distribution
8, 24, 33, 39, 43, 49, 64, 67, 69, 107, 109, 149, 159, 168, 214, 240, 241, 301, 303, 309, 320, 357, 371, 374, 425, 437, 438, 525, 531, 532, 534, 538, 543, 552, 556, 573, 579, 606, 616, 627, 629, 642, 644, 646, 796, 885, 888, 1053, 1065, 1077, 1078, 1104, 1111, 1120, 1197, 1208, 1214, 1216, 1230, 1252, 1265, 1266, 1267, 1268, 1269, 1270, 1279, 1284, 1288, 1289, 1312, 1315, 1316, 1318, 1323, 1326, 1332, 1352, 1371, 1387.
c. National TV/radio distribution
(includes Station Program Cooperative: SPC)
(see also II:D:3:f)
161, 285, 303, 609, 903, 940, 1016, 1045, 1057, 1064, 1065, 1141, 1159, 1183, 1199, 1210, 1211, 1212, 1214, 1216, 1221, 1249, 1253, 1276, 1284, 1316, 1318, 1332, 1346, 1355, 1371, 1407, 1418.
d. Regional and statewide distributors
9, 20, 59, 97, 99, 158, 159, 162, 163, 269, 273, 285, 328, 363, 372, 373, 375, 432, 474, 540, 637, 735, 983, 1011, 1056, 1063, 1065, 1078, 1150, 1190, 1200, 1201, 1243, 1266, 1269, 1270, 1318, 1332, 1361, 1371.
4. Program type
a. Children's programming
279, 425, 431, 552, 679, 789, 791, 792, 842, 893, 929, 1180, 1188, 1303, 1314, 1347, 1378, 1385.

b. Instructional/educational
(see also II:F:1:b)
(see also II:F:2:b)
8, 39, 41, 43, 49, 59, 64, 67, 69, 97, 107, 109, 110, 149, 205, 212, 214, 227, 240, 241, 246, 265, 281, 301, 320, 329, 357, 374, 375, 425, 437, 438, 474, 534, 556, 573, 606, 616, 627, 629, 636, 637, 642, 644, 646, 1008, 1011, 1063, 1077, 1093, 1104, 1121, 1125, 1141, 1142, 1143, 1146, 1150, 1159, 1180, 1190, 1205, 1226, 1242, 1244, 1245, 1247, 1252, 1253, 1264, 1289, 1312, 1314, 1347, 1385, 1417.

c. News and public affairs
159, 243, 294, 378, 436, 511, 529, 530, 531, 532, 545, 552, 590, 591, 593, 594, 609, 724, 726, 813, 815, 823, 826, 833, 846, 847, 856, 883, 884, 885, 888, 890, 891, 904, 908, 925, 948, 970, 974, 978, 983, 998, 1016, 1018, 1028 1036, 1039, 1053, 1056, 1057, 1064, 1083, 1089, 1092, 1096, 1114, 1116, 1118, 1120, 1132, 1156, 1165, 1178, 1208, 1216, 1230, 1249, 1265, 1266, 1268, 1270, 1315, 1316, 1322, 1325, 1326, 1355, 1361, 1393, 1397.

d. Performing arts, cultural, dramatic and entertainment
28, 209, 214, 309, 349, 350, 371, 386, 430, 433, 454, 502, 543, 580, 624, 647, 692, 838, 881, 1018, 1029, 1039, 1060, 1078, 1111, 1169, 1183, 1205, 1221, 1243, 1269, 1276, 1279, 1323, 1416.

e. Special interest audience programming
(includes adult/continuing education, handicapped, minorities, senior citizens, and women)
(see also VII:B)
41, 67, 99, 109, 169, 265, 281, 301, 338, 540, 550, 579, 596, 628, 659, 687, 728, 734, 735, 749, 750, 765, 772, 789, 796, 804, 807, 812, 822, 824, 837, 840, 841, 859, 860, 894, 930, 934, 951, 987, 1014, 1020, 1044, 1083, 1089, 1100, 1101, 1116, 1153, 1156, 1168, 1188, 1189, 1191, 1192, 1193, 1194, 1195, 1197, 1199, 1200, 1201, 1202, 1208, 1212, 1214, 1242, 1265, 1267, 1268, 1277, 1281, 1288, 1290, 1332, 1349, 1360, 1372, 1375, 1376, 1377, 1401, 1405, 1415, 1424.

M. Public and Internal Relations

1. In general
220, 341, 417, 434, 464, 504, 509, 618, 732, 1034, 1048, 1087, 1141, 1143, 1172, 1189, 1190, 1217, 1234, 1235, 1280.
2. Business organizations and associations
58, 1280, 1337, 1359.
3. Civil rights organizations
596, 739, 740, 746, 747, 748, 749, 750, 751, 860, 942, 987, 1236, 1242, 1277, 1290.
4. Commerical broadcasters and telecommunications industries
15, 64, 75, 82, 90, 98, 118, 149, 227, 273, 280, 281, 324, 327, 357, 373, 433, 446, 462, 472, 513, 519, 537, 593, 655, 663, 667, 697, 701, 827, 1008, 1013, 1032, 1080, 1087, 1096, 1122, 1178, 1242, 1243, 1244, 1245.
5. Educators, educational institutions, school boards, and administrators
25, 42, 87, 215, 227, 270, 272, 285, 327, 347, 381, 426, 453, 458, 494, 557, 588, 603, 653, 664, 665, 678, 731, 758, 773, 779, 797, 807, 968, 979, 1002, 1009, 1013, 1062, 1077, 1080, 1081, 1121, 1132, 1150, 1176, 1182, 1200, 1208, 1230, 1235, 1249, 1312, 1323, 1338, 1390, 1411.
6. Federal government
(see also X)
90, 154, 210, 529, 530, 587, 588, 590, 592, 593, 607, 617, 664, 675, 695, 723, 724, 751, 774, 794, 797, 813, 841, 855, 856, 899, 900, 905, 920, 931, 941, 950, 957, 963, 978, 987, 994, 1000, 1001, 1002, 1008, 1013, 1032, 1036, 1080, 1091, 1098, 1109, 1122, 1124, 1147, 1191, 1198, 1207, 1208, 1213, 1220, 1248, 1254, 1256, 1262, 1272, 1274, 1281, 1285, 1290, 1307, 1330, 1346.
7. Labor organizations and unions
433, 558, 800, 1242.
8. Legal profession
576, 751, 931, 1013, 1080, 1083, 1242, 1322.
9. Medical profession
110, 240, 246, 432, 579, 687, 1159.
10. Foundations
986, 1079, 1141, 1157, 1205, 1207, 1220, 1256, 1262, 1281, 1346.
11. Public
11, 22, 42, 52, 77, 147, 250, 426, 436, 557, 663, 724, 734, 777, 785, 960, 968, 983, 989, 991, 998, 1000, 1001, 1002, 1003, 1010, 1013, 1023, 1032, 1048, 1056, 1060, 1062, 1080, 1083, 1087, 1089, 1092, 1096, 1098, 1107, 1124, 1125, 1141, 1143, 1144, 1152, 1153, 1170, 1172, 1184, 1189, 1191, 1192, 1199, 1206, 1210, 1211, 1234, 1235, 1236, 1242, 1254, 1256, 1262, 1280, 1290, 1308, 1352, 1387, 1388, 1403, 1414, 1421, 1422.
12. Religious groups
1228, 1242.
13. State legislatures
11, 664, 979, 983, 1002, 1062, 1224, 1225, 1227, 1281.
14. Within the profession/industry of educational/public broadcasting
49, 339, 361, 427, 442, 469, 483, 655, 663, 667, 752, 786, 889, 903, 968, 979, 985, 1000, 1004, 1007, 1045, 1057, 1060, 1068, 1079, 1080, 1083, 1084, 1086, 1091, 1098, 1124, 1157, 1161, 1171, 1190, 1198, 1207, 1220, 1224, 1225, 1231, 1232, 1242, 1254, 1256, 1262, 1263, 1272, 1274, 1275, 1281, 1284, 1285, 1290, 1330, 1346, 1355, 1356, 1367, 1387, 1403, 1422.

N. Research

1. TV
7, 17, 34, 45, 62, 63, 65, 73, 84, 88, 92, 105, 115, 204, 213, 222, 223, 257, 274, 278, 291, 322, 443, 481, 509, 519, 537, 582, 601, 630, 631, 639, 643, 680, 700, 707, 711, 717, 718, 719, 720, 727, 736, 743, 753, 754, 756, 757, 767, 768, 773, 788, 796, 817, 821, 822, 825, 846, 849, 850, 853, 894, 906, 921, 937, 974, 975, 989, 998, 1016, 1019, 1025,

1027, 1034, 1062, 1080, 1083, 1086, 1092, 1110, 1111, 1113, 1121, 1149, 1159, 1165, 1170, 1182, 1184, 1189, 1210, 1211, 1227, 1246, 1253, 1264, 1289, 1303, 1310, 1311, 1351, 1359, 1363, 1392, 1401, 1425, 1427.

2. Radio
101, 103, 105, 121, 135, 213, 291, 478, 481, 537, 570, 584, 601, 697, 700, 707, 736, 745, 768, 773, 817, 849, 850, 906, 921, 975, 998, 1025, 1080, 1086, 1110, 1158, 1204, 1206, 1214, 1226, 1227, 1381, 1413.

O. Responsibilities and Ethics: Role in Education and Society

1. TV
2, 12, 29, 32, 40, 42, 50, 58, 124, 126, 173, 215, 222, 261, 263, 286, 293, 333, 368, 369, 385, 463, 468, 497, 508, 529, 535, 562, 574, 576, 587, 589, 593, 594, 596, 603, 664, 697, 725, 731, 739, 740, 749, 750, 772, 777, 784, 787, 803, 804, 806, 808, 809, 811, 812, 813, 823, 826, 832, 839, 846, 852, 855, 860, 861, 869, 875, 901, 925, 935, 947, 950, 954, 963, 966, 990, 1003, 1009, 1013, 1014, 1017, 1021, 1023, 1033, 1050, 1065, 1067, 1069, 1080, 1083, 1096, 1100, 1101, 1106, 1107, 1115, 1117, 1121, 1130, 1141, 1144, 1149, 1151, 1153, 1154, 1155, 1157, 1164, 1166, 1167, 1168, 1173, 1178, 1182, 1196, 1200, 1231, 1232, 1241, 1242, 1252, 1254, 1256, 1262, 1263, 1277, 1286, 1290, 1304, 1318, 1322, 1331, 1332, 1363, 1364, 1370, 1384.

2. Radio
29, 42, 196, 215, 263, 277, 293, 333, 369, 385, 419, 459, 463, 497, 508, 529, 535, 576, 587, 589, 593, 596, 603, 697, 731, 739, 740, 749, 750, 765, 777, 806, 808, 811, 852, 860, 861, 869, 875, 901, 925, 947, 950, 954, 963, 966, 968, 1003, 1007, 1009, 1013, 1017, 1023, 1033, 1069, 1080, 1122, 1144, 1151, 1154, 1155, 1158, 1164, 1167, 1173, 1177, 1196, 1226, 1231, 1241, 1242, 1252, 1254, 1256, 1262, 1304, 1308, 1331, 1332, 1363, 1366, 1368, 1369, 1370, 1375, 1376, 1377, 1380, 1413.

3. Access
282, 751, 823, 846, 901, 917, 959, 1073, 1074, 1080, 1100, 1101, 1153, 1166, 1191, 1192, 1193, 1194, 1196, 1197, 1199, 1201, 1284, 1288, 1352, 1364, 1376, 1384, 1415.

4. Ascertainment
(see also I:H:4)
(see also X:C:1)
254, 339, 369, 481, 519, 749, 785, 817, 897, 918, 930, 960, 1032, 1073, 1074, 1076, 1080, 1083, 1089, 1100, 1101, 1123, 1153, 1203, 1210, 1211, 1224, 1225, 1231, 1350, 1351, 1387, 1388, 1398, 1405, 1420, 1421, 1425.

5. Localism/nationalism
381, 664, 733, 755, 778, 795, 803, 855, 882, 896, 900, 933, 940, 947, 954, 1020, 1045, 1056, 1065, 1114, 1157, 1166, 1171, 1173, 1224, 1225, 1231, 1232, 1254, 1262, 1263, 1268, 1332, 1350, 1375.

P. System Structure/Policy Issues

(see also I:H)
(see also II:C)
(see also II:M)
(see also II:O)
(see also X:B)
(see also X:C)

1. TV
664, 667, 724, 733, 755, 778, 785, 795, 797, 803, 806, 811, 832, 839, 852, 855, 861, 874, 882, 896, 900, 919, 928, 932, 933, 935, 939, 940, 947, 954, 958, 963, 973, 985, 1000, 1017, 1043, 1045, 1059, 1061, 1062, 1080, 1084, 1085, 1091, 1098, 1106, 1107, 1109, 1124, 1126, 1127, 1134, 1135, 1136, 1137, 1144, 1147, 1149, 1157, 1160, 1163, 1167, 1168, 1171, 1173, 1207, 1209, 1211, 1220, 1224, 1225, 1231, 1232, 1238, 1239, 1241, 1242, 1248, 1250, 1254, 1255, 1256, 1262, 1263, 1272, 1274, 1281, 1282, 1284, 1285, 1304, 1307, 1318, 1329, 1330, 1331, 1332, 1333, 1335, 1336, 1346, 1348, 1355, 1356, 1359, 1363, 1364, 1396, 1407.

2. Radio
697, 733, 797, 803, 806, 811, 852, 861, 896, 900, 928, 932, 933, 935, 939, 947, 958, 963, 968, 973, 1000, 1017, 1059, 1062, 1080, 1085, 1091, 1109, 1122, 1126, 1144, 1149, 1158, 1163, 1167, 1173, 1207, 1209, 1220, 1231, 1238, 1239, 1241, 1242, 1248, 1254, 1256, 1262, 1272, 1275, 1281, 1285, 1304, 1307, 1329, 1330, 1331, 1332, 1333, 1335, 1336, 1346, 1348, 1356, 1363, 1366, 1367, 1368, 1371, 1373, 1375, 1376, 1396.

Q. Teachers and TV/Radio

(see also II:F:1)
(see also II:F:2)

1. Evaluation and standards
35, 45, 71, 94, 104, 111, 122, 251, 284, 289, 437, 1009, 1012, 1264, 1287, 1305.

2. Compensation, professional recognition for TV/radio teachers, and release time
307, 453, 520, 524, 615, 979, 1009, 1012, 1026.

3. Pedagogical techniques and teacher training
(see also II:F:1:c)
(see also II:F:2:c)
31, 45, 67, 113, 122, 148, 195, 249, 251, 270, 287, 289, 312, 317, 319, 354, 404, 406, 416, 429, 453, 548, 556, 560, 583, 600, 613, 616, 626, 627, 637, 650, 674, 682, 692, 979, 1010, 1011, 1030, 1247, 1264, 1287, 1289.

4. Teachers' reactions to TV and radio use
48, 51, 111, 113, 192, 193, 194, 195, 221, 317, 326, 347, 382, 604, 634, 637, 638, 650, 665, 669, 678, 876, 1003, 1009, 1026, 1121, 1182, 1264, 1287, 1289.

5. Use of copyrighted materials and program ownership
(see also X:B:5)
441, 544, 615, 766, 779, 1026, 1222.

III. INTERNATIONAL AND FOREIGN BROADCASTING

A. General Topics

1. Agreements and policies
(includes WARC and the

Helsinki Co-op)
553, 895, 963, 965, 991, 996, 1017, 1025, 1128, 1301, 1304, 1332, 1342, 1358.

2. Critical and evaluative standards/ broadcasting system comparisons
   78, 174, 183, 477, 479, 516, 518, 547, 878, 895, 963, 965, 969, 1025, 1076, 1144, 1164, 1257, 1259, 1298, 1300, 1302, 1304, 1363.
3. Educational potential
   16, 26, 174, 184, 384, 390, 589, 612, 708, 709, 744, 776, 805, 845, 895, 906, 927, 966, 996, 1025, 1069, 1128, 1162, 1164, 1226, 1257, 1302.
4. Programming and intercultural exchanges
   16, 89, 129, 144, 179, 181, 198, 264, 297, 304, 488, 527, 528, 533, 539, 608, 612, 649, 691, 693, 708, 744, 805, 843, 895, 965, 996, 1029, 1237 1253, 1257, 1293, 1294, 1295, 1297, 1298, 1300, 1301, 1332, 1363, 1384, 1423.
5. Research
   768, 849, 895, 996, 1025, 1076, 1164, 1241, 1304.
6. Satellites
   (see also IX:C:14)
   (see also X:C:11)
   29, 184, 264, 447, 489, 533, 612, 703, 709, 793, 845, 864, 895, 938, 965, 966, 1071, 1128, 1163, 1164, 1175, 1342, 1358.
7. U.S. influence and image
   2, 114, 128, 129, 144, 185, 186, 242, 280, 359, 477, 479, 574, 805, 836, 843, 865, 873, 895, 965, 966, 990, 1128, 1164, 1167, 1237, 1257, 1293, 1294, 1295, 1298, 1300.

B. Geographical Regions

1. Africa
   - a. In general
     321, 379, 384, 444, 649, 761, 843, 895, 1071.
   - b. Malawi
     681.
   - c. Niger
     927.
   - d. Nigeria
     238, 271, 379, 460, 539, 845.
   - e. South Africa
     761, 783.
   - f. Sudan
     310, 493.
   - g. Tanganyika
     321.
2. Asia and the Middle East
   - a. In general
     632, 867, 878, 895, 1146.
   - b. Afghanistan
     1299.
   - c. China, People's Republic of
     895, 1423.
   - d. India
     176, 703, 867, 938, 1019, 1128.
   - e. Iran
     260.
   - f. Israel
     784, 902, 1162.
   - g. Japan
     36, 346, 679, 70[illegible], 867, 895, 1071, 1099, 1144.
   - h. Korea
     705.
   - i. Saudi Arabia
     996.
   - j. Singapore
     867.
   - k. Soviet Union
     (see Europe)
   - l. Taiwan
     1054.
   - m. Thailand
     867.
3. Australia and Pacific Islands
   - a. In general
     895.
   - b. Australia
     182, 1297.
   - c. Indonesia
     703, 1071.
   - d. Philippines
     867.
   - 3. Samoa
     (see also II:E:2:e)
     390, 595, 762, 927, 1247.
4. Europe
   - a. In general
     78, 264, 553, 562, 647, 658, 684, 792, 895, 1301.
   - b. Belgium
     658.
   - c. Czechoslovakia
     679.
   - d. Finland
     891, 1257.
   - e. France
     1, 78, 178, 304, 383, 473, 612, 641, 649, 776, 991, 1294.
   - f. Germany (East)
     776.
   - g. Germany (West)
     78, 516, 521, 628, 647, 671, 776, 991, 1296.
   - h. Great Britain
     5, 177, 503, 518, 547, 568, 626, 628, 649, 651, 659, 679, 693, 698, 830, 884, 895, 904, 925, 959, 967, 991, 1060, 1103, 1226, 1237, 1259, 1293.
   - i. Hungary
     658.
   - j. Italy
     143, 183, 516, 562, 887, 1029.
   - k. Netherlands
     78, 175, 658, 991.
   - l. Poland
     776.
   - m. Portugal
     658, 1298.

- n. Soviet Union
  29, 89, 180, 679, 776, 836, 895.
- o. Spain
  605.
- p. Sweden
  181, 449, 486, 506.
- q. Switzerland
  78.
- r. Yugoslavia
  658.

5. Latin America and South America
   - a. In general
     114, 242, 895.
   - b. Brazil
     703, 845, 990.
   - c. Colombia
     636.
   - d. Cuba
     216, 879.
   - e. El Salvador
     762, 871, 927.
   - f. Mexico
     114, 760, 1300.
   - g. Nicaragua
     1226.
   - h. Panama
     332.
   - i. Venezuela
     679.
6. North America
   - a. In general
     895, 1163.
   - b. Canada
     3, 172, 188, 895, 1071, 1295.

IV. LEARNING THEORY

A. In General
54, 66, 546, 555, 585, 601, 756, 757, 831, 842, 877, 966, 1108, 1264, 1287, 1429.

B. Research and Applications
73, 88, 115, 288, 345, 585, 620, 630, 631, 660, 699, 753, 754, 756, 757, 782, 809, 831, 842, 850, 866, 868, 877, 998, 1010, 1035, 1038, 1047, 1063, 1093, 1105, 1150, 1182, 1226, 1264, 1287, 1303.

V. MASS COMMUNICATION CURRICULA/BROADCAST EDUCATION

A. Bibliographies
(see also II:B)

23, 108, 123, 153, 211, 217, 233, 290, 302, 745, 769, 874, 881, 895, 923, 963, 1017, 1030, 1085, 1119, 1127, 1167, 1241, 1292, 1304, 1353, 1363, 1389, 1430.

B. Examples of Curricula
21, 130, 137, 445, 501, 527, 528, 539, 577, 578, 649, 691, 692, 744, 859, 936, 1030, 1110, 1186, 1230, 1340, 1362, 1392, 1415.

C. Philosophical Orientation
57, 130, 134, 137, 272, 292, 342, 364, 407, 408, 409, 410, 445, 494, 501, 523, 577, 578, 649, 677, 936, 1031, 1112, 1151, 1186, 1230, 1260, 1304, 1340, 1362, 1389, 1391, 1392.

VI. MEDIA EFFECTS/COMMUNICATION THEORY

A. Audience/Social Implications
1. TV
   54, 68, 82, 84, 123, 124, 131, 153, 237, 262, 420, 454, 463, 571, 574, 576, 740, 799, 822, 825, 835, 840, 849, 872, 874, 890, 906, 922, 924, 945, 956, 961, 962, 963, 966, 969, 975, 977, 978, 984, 990, 995, 998, 1014, 1016, 1020, 1023, 1027, 1038, 1050, 1067, 1069, 1083, 1085, 1095, 1129, 1131, 1139, 1144, 1155, 1165, 1167, 1181, 1218, 1241, 1264, 1286, 1290, 1302, 1304, 1305, 1363.
2. Radio
   54, 83, 123, 153, 237, 262, 463, 576, 611, 740, 849, 872, 874, 906, 945, 966, 975, 998, 1023, 1069, 1085, 1144, 1155, 1241, 1304, 1308, 1363, 1381.

B. Research
1. TV
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6. Educational Broadcasting Facilities Act of 1962 and renewals
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7. National Defense Education Act
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8. Public Broadcasting Act of 1967
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5. Federal Trade Commission (FTC)
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6. National Aeronautics and Space Administration (NASA)
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12. United States Information Agency (USIA)
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13. Voice of America (VOA) and Radio Free Europe (RFE)
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Abstracts
NAEB Journal

Volume 17, 1957–1958

Volume 17, Number 1, October 1957

1. **Engar, Keith M., "National ETV in France," pp. 3–8 ff.**

   The author gives a description of ETV in France, which claims to be the first country with nationwide ETV. He traces a typical program through the first planning stages to production and presentation and stresses that French officials see the media of educational broadcasting as playing a significant role in extending education to more of France's population.

2. **Tyler, Tracy F., "What Do We Give the Far East?" pp. 9 ff.**

   Tyler feels that American educational broadcasters should express concern when foreign countries use American-provided technical know-how and equipment to copy what he calls "the less desirable aspects of modern American culture"—e.g., quiz shows. He documents his point with examples from a recent trip to the Orient.

3. **Lambert, Rex, "Classroom TV in Canada," pp. 10–12 ff.**

   Detailing Canada's early experiments with educational television, the author stresses that ETV in Canada is organized differently than its U.S. counterpart. Programming is not done by local ETV stations but by the Canadian Broadcasting Corporation. Lambert also points out that the early experimental broadcasts had an extremely high level of teacher acceptance.

4. **Head, Sydney W., "Professional Standards," pp. 13–15 ff.**

   Head argues that production methods for ETV are not really different in either concept or implementation from those used by commercial stations. He feels that both commercial and educational broadcasters seek to communicate with their audiences; thus, information theory does not demand the postulation of a unique set of production methods for the ETV professional.

5. **Gilliland, Susan, "ETV in England," pp. 16–18.**

   This brief article gives an overview of the first eight weeks of experimental educational television use in England's schools. In general, reaction to the new teaching medium was enthusiastic. The author gives examples of programming and of pupil reactions.

6. **Harper, William A., "ETRC Grows," pp. 19–22.**

   Harper chronicles the development of the Educational Television and Radio Center, of National Educational Television, and of the network service they were attempting to provide. He contends that the services have meant more quality programming for local stations, often increased financial support for the locals, and greater opportunities for colleges and universities to become involved in ETV.

Volume 17, Number 2, November 1957

7. **Baker, W. R. G., "A New Teaching Tool," pp. 3-6 ff.**

In an overview of the development of educational television as a teaching tool in this country, the author stresses that ETV does not aim to replace teachers or more traditional methods but intends to implement a "total teaching" concept that uses all the methods at hand to get the message across effectively. Baker details many of the early experiments with television as a teaching tool, including the Hagerstown, Maryland, project, and looks at experiments that tested the effectiveness of TV teaching. He also includes advice on how to get an ETV station for communities without the service.

8. **Tyler, Tracy F., "ETV and Continuation Education," p. 7.**

The editor offers KTCA-TV of the Minneapolis-St. Paul area as an example of how ETV programming is seeking to meet the continuing education needs of its "intellectually curious" audience.

9. **Hurlbert, Raymond D., "Alabama ETV Progresses," pp. 8-10 ff.**

Detailing the early success of ETV in Alabama, the author includes the history of the medium in that state and illustrates how it is currently being used in the schools. He also includes a list of the citations for merit that the system has received.

10. **Tyler, Margaret C., "School Broadcasting—Which Way?" pp. 11-14 ff.**

The author feels that ETV professionals need to revise their goals. She believes that the medium must now develop in three directions simultaneously: it must continue to be used in the traditional ways, to help to alleviate the teacher shortage and to help the individual teacher with pure instructional needs; it must expand the amount of programming aimed at curriculum enrichment; and it must structure programming in such a way that it involves students rather than encouraging passive audience members.

11. **Levenson, William B., "School Public Relations," pp. 15-18.**

Levenson stresses that the schools belong to the public and that it is both right and to the school's advantage that the public should be as well informed about them as possible. He includes some specific hints as to how television may be used to perform this informational function.

Volume 17, Number 3, December 1957 (Convention Report)

12. **Newburn, Harry K., "What Does It Mean?" pp. 3-6 ff.**

The emphasis in ETV should be upon education rather than upon television. By this Newburn means that the educational television professional must always remember that television is merely a facility being used for educational goals. To be sure, the use of that facility should be as artful and professional as possible, but the educational goals must be clearly defined and must remain paramount.

13. **Town, George R., "TASO and Allocations," pp. 7-9 ff.**

A fairly technical survey of the work by the Television Allocations Study Organization, a task force formed by the industry at the request of the FCC. This group studied the technical elements involved in channel allocation: specifically, the problems encountered in assuring a clear picture and noninterference within a station's broadcast area. Details as to how these things are measured and what these findings meant for channel allocations are provided.

14. **Tyler, Tracy F., "What About Pay Television?" pp. 10 ff.**

The author contends that pay television should be given its trial in the marketplace. If viewers want it, it will succeed and if they don't, it will fail. He strenuously objects to the FCC's prohibiting pay television as a means of protecting those already in the business.

15. **Bannister, Harry, "Broadcasters and Educators," pp. 11-13 ff.**

Bannister deplores the hostility between educators and commercial broadcasters, the former believing commercial broadcasters to be hucksters and the latter seeing educators as ignorant about what makes good television. He makes the case that commercial television has much to offer educationally and that educators should discover and exploit that potential for learning.

16. **Gjesdal, Tor, "An International View," pp. 14-17 ff.**

The director of the United Nations Educational, Scientific, and Cultural Organization states that broadcasting signals need recognize no frontiers. Instead, he urges widespread sharing of broadcasting knowledge and stresses the role that the NAEB could play in this sharing. He also suggests that broadcasting should play a big role in solving what he terms the world educational crisis.

17. **Mitchell, Wanda B., "Questions Posed by TV," pp. 19-20 ff.**

This article deals primarily with the questions of ETV effectiveness and implementation. The author maintains that only research can answer the many questions raised by the new medium and details some of the most recent experiments that have been undertaken. She stresses that educational professionals cannot afford to let the new medium develop undirected.

18. **Mack, Richard A., "The Demand for TV Space," p. 21.**

As FCC commissioner, Mack asserts that it is becoming difficult to maintain educational reservations for channels for which there have been no applications. He says that these channels are now being requested by other broadcasters, including commercial and military concerns, and so sounds a warning to those who desire to keep these channels for education.

19. **Wittcoff, Raymond H., "Colleges Without Walls," pp. 21-22.**

The author challenges the nation's best minds to come up with new ways to utilize the resources of educational television for higher education.

Volume 17, Number 4, January 1958

20. **Engel, Harold A., "Wisconsin Radio Pattern," pp. 3-5 ff.**

Detailing the development and utilization of radio as an educational medium in the state of Wisconsin, the author includes data on the history of radio in the state, past and current programming, organization, and what he sees as the future of educational radio in Wisconsin.

21. **Stasheff, Edward, Ethel Tincher, and Edgar E. Willis, "Radio and TV Speech," pp. 6-10 ff; Installments Two-Five: February 1958, volume 17:5, pp. 14-16 ff; March 1958, volume 17:6, pp. 12-14 ff; April 1958, volume 17:7, pp. 12-19; May 1958, volume 17:8, pp. 22-23 ff.**

This series of five articles offers suggestions for teaching a high school course in radio and television speech, a course that would include speaking, writing, listening, and cooperative skills and that would provide vocational experience and offer creative opportunities. The curriculum outline covers such things as commercials, writing the script, microphone skills, use of sound, music and cameras, a glossary of important terms, and an equipment list for the typical high school studio.

22. **Tyler, Tracy F., "Is Critical Appraisal Necessary?" pp. 11 ff.**

The editor contends that educators must teach the public to make more constructive use of their leisure time. This process involves the development of inner resources and outer interests and also involves development of the ability to evaluate critically and utilize the leisure fare provided by the mass media.

23. **Cleary, James W., "Radio-TV Bibliography," pp. 12-14 ff.**

A listing of source books and articles in the areas of radio and television history, effects, techniques, and practice.

24. **Swanson, J. Chester and Melvin W. Barnes, "ETV in Oklahoma City," pp. 15-18.**

This article chronicles the development of ETV in Oklahoma City. The authors cover the events which preceded the launching of their ETV operation, its organization, early services provided, and lessons learned in the first year of operation. They concluded that the most important service that ETV could provide is that of enrichment.

25. **Hand, Harold C., "Strategy and Tactics," pp. 19-20.**

Hand offers a common-sense strategy for realizing almost any curriculum change within a school. The strategy involves identification of the people and forces involved in the area to be changed and the subsequent manipulation of relationships to produce the desired modification. The key is the relational aspect of the status quo, an aspect that must be modified for change to occur.

Volume 17, Number 5, February 1958

26. **Hull, Richard B., "The History Behind ETV," pp. 3-6 ff.**

An informative sketch of the history of educational broadcasting and of the role that the NAEB played in the development of both ETV and educational radio. The author stresses the state of ETV at the time he wrote the article and predicts that the future development of educational broadcasting will be influenced by the communality of the risks of the nuclear age and educational crises in all countries. Thus, the future of ETV, he thinks, will be written on an international level.

27. **Skornia, Harry J., "Services of the NAEB," pp. 7-9 ff.**

Skornia provides an overview of the services which the NAEB offered to its members. He sees the organization as being three-fold: it is a trade association for ETV stations and radio stations; it is a professional organization for educational broadcasters; and it is the provider of network services for both educational radio and television stations. NAEB services include publications, grants-in-aid, scholarships, workshops and seminars, regional meetings, liaison with other broadcast organizations, consultant and emergency services, international exchanges, placement, public relations for educational broadcasting, and services to individual members.

28. **Weiss, John K., "Opportunities ETV Offers," pp. 10-12 ff.**

Weiss makes the point that as educational television has become more securely a part of the American scene, educational broadcasters have been able to turn their attention from the technical aspects of getting the show on the air to the concerns of educational quality. Such quality involves the idea of the well-produced program and educational effectiveness. The author predicts that ETV will be used increasingly to provide direct instruction, especially as educators find that it is an economical solution to crowded classrooms and teacher scarcity. But he feels that the most important area of development will lie in ETV's cultural enrichment.

29. **Tyler, Tracy F., "Education and Russia's Sputniks," pp. 13 ff.**

The editor asserts that the fear generated by Russia's early entry into the space age may be beneficial to education in this country. People may realize they need to make a far greater commitment to education than in the past. He suggests that if the U.S. is to match Russia educationally it should make better use of the media of educational broadcasting, provide college scholarships for more young people, and upgrade the profession of teaching.

Volume 17, Number 6, March 1958

30. **Rider, Richard L., "Patronage and the Networks," pp. 3-5 ff.**

Believing that more quality programming could be produced on commercial television if large companies would sponsor it on a patronage basis, Rider stresses that the initiative for such programming would probably have to come from the networks. He notes that the companies involved would have to be concerned not so much with selling a product as with building public goodwill. All production decisions would be made on artistic, not commercial, grounds.

31. **Sunde, Clarissa, "Teachers Meet via TV," pp. 6-8 ff.**

This article details the use of Minneapolis-St. Paul's KTCA-TV to televise teachers' meetings and in-service training courses. Sunde gives details of the programs and maintains that both services have met with great approval from teachers and administrators.

32. **Tyler, Tracy F., "The School and Commercial TV," pp. 9 ff.**

The editor contends that the existence of ETV does not relieve commercial television of its educational responsibilities. He feels that in communities without ETV stations, commercial broadcasters should cooperate with schools to provide educational and public relations services. He also states that many commercial programs are educational and should be used by educators for learning purposes. Finally, he believes that educators should use television as the raw material for developing discriminating viewing habits in their students.

33. **Swenson, Patricia G., "The Second Oldest," pp. 10-11 ff.**

A brief sketch of the history and current operations of Portland, Oregon's KBPS, a school-operated radio station. This station is the city's second oldest and is operated largely by students.

34. **No author named, "TV in Teacher Training," p. 17.**

A summary of a research project underway in California to test the effectiveness of television as a teaching tool. The experiments are described, but no results are presented.

Volume 17, Number 7, April 1958

35. **Kraetzer, Warren A., "The Great Talent Hunt," pp. 3-4 ff.**

Addressing the problem of what makes an effective television teacher, the author believes a teacher's success with the television medium is determined by his ability to communicate with his unseen audience. He uses an example from New York University's "Sunrise Semester" to illustrate the qualities and attitudes that a successful television teacher should possess.

36. **Takebayashi, Eijii, "Television in Japan," pp. 5-6 ff.**

The author examines both the government-sponsored NHK television network and commercial television as to organization, programming, and growth. He notes that to obtain governmental approval, new television stations must provide at least 30 percent of their total programming in educational areas, must safeguard ethical standards approved by the government, and must go off the air not later than midnight.

37. **Tyler, Tracy F., "Can TV Help Our Schools?" p. 7.**

Tyler states that educational television should be used to help the classroom teacher. He feels that television could be especially helpful to "emergency" teachers, those teachers certified to help alleviate the teacher shortage but not well-prepared to teach.

38. **Hull, Ron, "Multi-purpose Studio Set," pp. 8-9 ff.**

A collection of ideas for a studio set that could be easily constructed and even more easily adapted for different programming purposes. The author even includes instructions for making a timesaving slide loader. These production hints are designed for the ETV facility manager who lacks the finances and facilities for elaborate productions.

39. **Thomas, Fred, "ETV in Cincinnati," pp. 10-11.**

A description of how twelve school districts near Cincinnati pooled resources to produce a program on Ohio history. All schools utilized the program for in-school instruction.

Volume 17, Number 8, May 1958

40. **Cooper, Bernarr, "Planning for Depth in ETV," pp. 3-6 ff.**

An examination of the strengths and weaknesses of television as an educational medium. It concludes that more important than a consideration of the medium is a concern with the goals of education itself. Are we to make students receptacles for information or are we more concerned with teaching them how to think?

41. **Tyler, Tracy F., "Hunger for Learning Satisfied," pp. 7 ff.**

Educational television has made real strides in meeting the desires and needs of continuing education for many adults. Tyler believes that such adults are much more concerned with the content of ETV programming than with the manner in which presented.

42. **American Council on Education, "Public Understanding and Support for Education," pp. 8-10 ff.**

A statement by the American Council on Education calling for increased public understanding of a series of propositions dealing with the value of education in our society. The statement also requests public support in securing increased financial aid and a commitment to more educational personnel. Such reform is needed to avoid a crisis in education.

43. **Sutherland, Alec, "Science 58," pp. 11-12 ff.**

Sutherland details the work of the University of Chicago in the production of an advanced science program for television. The program itself is described and measures of its success are provided.

44. **ETRC, "ETV Managers' Statement," pp. 13-14 ff.**

ETV managers review developments in ETV between 1953 and 1958 and predict that by 1968, over 100 ETV stations will exist to serve over 80 percent of the population. They also predict a greater national program service and international program exchange. But if these things are to come about, more qualified professionals and greater financial support are needed. The managers call for an expanded national program service, rapid activation of reserved channels, and coordinated research efforts to help make the future they foresee a reality.

45. **Lowdermilk, Ronald R., "Direct Teaching by TV," pp. 15-16 ff.**

The author suggests that in evaluating direct television teaching experiments, three variables must be considered: lesson presentation format, intended educational role of the lesson, and responsibility for determination of lesson content and method. He further categorizes each of these variables and points out the futility of evaluating experiments without some method of categorizing and comparing each experiment and its elements.

46. **Lewis, Philip, "TV and School Planning," pp. 17-18 ff.**

Lewis poses some ideas concerning the future uses of television in schools. For example, he suggests that schools of the future should be designed to make optimum use of television, with blackboard-size viewing screens in each classroom, central audiovisual libraries, and specially designed classrooms to facilitate audio pick-up. He thinks television could minimize demonstration repetition and eliminate the need for auditoriums. He also sees television as useful for monitoring areas of the school, for communicating with administrators, and for simplifying record keeping.

47. **Rowlett, John M., "TV and School Design," pp. 19-20 ff.**

Rowlett affirms that many experiments are currently underway to determine the efficacy of television as a teaching tool but that few conclusions have as yet been reached. In the meantime, almost no consideration has been given to the physical facilities needed to accommodate televised instruction. These facilities include the technical requirements for television reception, such as antennas, and the environmental considerations for viewing, such as proper lighting. The author offers some detailed suggestions as to what should be considered in both areas.

48. Maddox, Jerrold, and H. Robert Kinder, "Facing the Camera," p. 21 ff.

The personal reactions of the authors upon teaching their first televised classes. Both reported a combination of stage fright and exhilaration.

Volume 18, 1958–1959

Volume 18, Number 1, October 1958

49. McCarty, Harold B., "Educational Radio's Role," pp. 3-6 ff.

A plea by the director of the University of Wisconsin Broadcasting Services that radio and its unique advantages not be neglected in the press to make educational television operable. He lists the advantages of educational radio as pervasiveness, concentration on content, intimacy, economy, quickness, responsiveness, and adaptability. He also details some of the programs being produced at Wisconsin during this period.

50. Fawcett, Dr. Novice G., "TV and Higher Education," pp. 7-10 ff.

The president of Ohio State University deals with the notion that educational television should not just be a new technological tool used to put across an antiquated curriculum but should entail the development of ideas as well as hardware. The issues that educators need to confront in the age of television include the nature of television itself as to creativity, imitation, and interest; characteristics of television-taught classes; the continuity of learning; and the proliferating and specialized curriculum. He urges educators to pay special attention to the development of programs.

51. Mitchell, Wanda B., "Reassuring the Reluctant," pp. 11-13 ff.

This teacher stresses that teachers are frequently reluctant to become involved with ETV because they do not know whether the new technological tool will enable them to maintain their usual standards of teaching excellence. Some of the reasons she gives for this reluctance include confusion on the teachers' part as to where to get training in the new media, worry about criticism of their performance, control of the new media administratively, and pressures to produce academically competitive students.

52. Tyler, Tracy F., "Teach Parents About Teaching Children," pp. 14 ff.

This editorial challenges ETV to teach parents about the skills and techniques needed to successfully teach children. It quotes Oklahoma City's KETA's program that attempted to show the parents of third and fourth graders the difference between child-centered and subject-centered instruction.

53. Emery, Walter B., "What Is the FCC?" pp. 15-18 ff.

Presenting a capsule introduction to the FCC and its work, Emery details the agency's history, gives short biographies of the commissioners serving at the time this was written, details the FCC's organization and work load, and ends with the contention that the agency is overworked while being underfunded and understaffed.

54. McLuhan, Marshall, "Our New Electronic Culture," pp. 19-20 ff.

Restating his famous dictum, "the medium is the message," McLuhan warns against treating the new educational electronic media as extensions of the old printed instructional aids. He says we must learn about the unique characteristics of the new media and use them to the greatest instructional advantage.

Volume 18, Number 2, November 1958

55. Skornia, Harry J., "Where We Stand in Educational Broadcasting," pp. 3-5 ff.

Skornia stresses the idea that education is bigger than any of its tools, including educational broadcasting. Thus, teachers need to become true professionals; the NAEB has helped teachers become professionals in the use of educational broadcasting media. This article details some of the ways in which the NAEB has enhanced professionalism and indicates the need for further research in the use of educational broadcasting media.

56. Marks, Leonard H., "Controversial Issues on Educational Stations," pp. 6-7 ff.

This summary represents a rather standard interpretation of the FCC Fairness Doctrine. It concludes that the doctrine applies equally to both educational and commercial stations.

57. Martin, Leo, "Professionally Trained Personnel," pp. 8-9 ff.

Martin makes a case for increasing the broadcast training available to high school students. College courses in broadcasting are the main source for educational broadcasting personnel, yet the students produced by these college programs are not always as well-trained as they could be. This problem could be alleviated if secondary schools provided training in basic broadcasting skills. This would enable the student entering college to have had some experience in broadcasting and so to make a more intelligent choice as to whether he would like to enhance that experience in his college work. Also, this would allow college-level broadcasting courses to stress creativity and the development of high levels of professional skills rather than basics.

58. Tyler, Tracy F., "ETV: Quantity or Quality?" pp. 10 ff.

Tyler's editorial maintains that ETV should not go after a "mass audience," but should seek to teach a targeted audience, e.g., it should seek local businessmen and inject a greater sense of morality into the business community.

59. Grover, David H., "Multi-Campus ETV," pp. 11-12.

One of the first open-circuit, multi-campus TV networks was established to service four Oregon colleges. The author believes that such a network can work where the following four conditions exist: two or more colleges of close proximity with similar curricula, a possibility for TV transmission of five courses per week with a minimum enrollment of 600 in each course, a shortage of teachers, and an administration and faculty willing to utilize this method of instruction.

60. Bretz, Rudy, "A Primer of Lighting for the ETV Station," pp. 13-15 ff.

Bretz treats seven common small-station lighting problems and prescribes remedies for them. The problems addressed are flat lighting, excessively high light levels, too many sources on one subject, hard top-light, limited facilities for positioning lights, lighting units too large for studio, and limited-control facilities. Most faults are due to concept not equipment.

61. Sabine, Gordon A., "ETV for a People Who Will Travel to the Moon," pp. 16-17 ff.

ETV must face the problems of good content and good presentation. Its fare must be based on sound educational philosophy not "seat of the pants judgments of what's right for our audience." This viewpoint is accompanied by a description of the unique characteristics of ETV audiences.

62. Robbins, S. Kenneth, "ETV Program Directors," pp. 18-19 ff.

Results of a 1957 survey of program directors at 26 ETV stations are presented. Among other things, the survey revealed that most program directors had almost four years of training for their position and most thought that entertainment was a "dirty word" in ETV.

63. Newman, Jack, "Waxy," p. 20.

A University of Wisconsin journalism professor had developed a box that allowed a television viewer to express his opinion of a program—from extremely favorable to extremely negative—by pressing a lever as he watched the program. The device was experimental. As the inventor envisioned it, the viewer's opinion could be recorded at the TV stations and be rated at the same time the viewer pushed the lever.

64. Tucker, E. Bernice, "Hola Amigos," pp. 21-22 ff.

Tucker details a Spanish-language instruction program carried over commercial television in Oregon during academic year 1957-1958. The author rates this program as highly successful both for in-school instruction and for at-home adult education.

65. Bousek, John R. Jr., "Selective Viewers," pp. 23-24 ff.

A review of survey research done in Cedar Rapids, Iowa, that sought to provide a profile of those people who had television but did not watch commercial fare. The purpose of the study was to aid in identifying prospective ETV viewers in the community. It was hypothesized that the ETV audience would come not from commercial viewers but from those looking for an alternative to commercial fare.

Volume 18, Number 3, December 1958 (Convention Report)

66. McLuhan, Marshall, "Culture Is Our Business," pp. 3-5 ff.

In this reprint of an address to the NAEB Convention, McLuhan stresses the importance of educators' learning about the characteristics and potentials of the new ETV medium. They must learn how best to utilize the medium to convey the message of a new culture to school children and to others nurtured on print.

67. Creshkoff, Lawrence, "The Chelsea Closed-Circuit Television Project," pp. 6-10 ff.

This closed-circuit TV project, located in a low-income neighborhood in New York City, sought to connect a low-income housing project, an elementary school, a neighborhood community center, and a health center. The programming was designed to provide instruction and teacher training in use of media, to teach English as a second language, and to integrate the community. The project was started in 1957 and had not yet been evaluated fully when the article was written.

68. Tyler, Tracy F. , "Television: An Aid to Survival," pp. 11 ff.

Tyler contends that the American system of education has in large part been responsible for the high standard of living enjoyed by most Americans. He says that we cannot afford to let television be used solely for entertainment. Further, an experiment is praised in which NBC plans to broadcast nationwide college courses available for credit.

69. Henderson, John, "Broadcasting Languages by Radio," pp. 12-14 ff.

This article details a program by the Department of Modern Languages at Purdue University that entailed foreign language broadcasts over station WBAA. These broadcasts were used to entertain and were also intended to help school children learn a foreign language. Though no academic credit was given, the author reports that the programs were very popular.

70. Ruhe, David S., "Eyes for Mankind," pp. 15-18 ff.

The author states that users of television in education must realize the primacy of the visual component and must learn to utilize that visual component effectively. He calls for an end to the idea that "teaching is talking."

Volume 18, Number 4, January 1959

71. Johnson, George C., "Problems and Pitfalls in Educational Broadcasting," pp. 3-8 ff.

Several problems facing educational broadcasting are examined by the author. These include defining the audience as an aid to presentation, selecting material that can be effectively presented via the broadcast media, presenting such selected material effectively, recruiting effective broadcast teachers, and educating production people in effective educational practices.

72. Tyler, Tracy F., "Should TV Channels be Reallocated?" p. 9.

Tyler urges that channels be reallocated to ensure ETV's access to the mass audience approximates that of commercial stations. The need for VHF educational channels, especially in metropolitan areas, is stressed.

73. Becker, Samuel L., "Research Needs for Instructional Television," pp. 10-11 ff.

Becker cites research indicating that students utilizing instructional television compete well with students using conventional methods of instruction in retention of information and acquisition of skills. He calls for research into the effectiveness of instructional television in imparting creative knowledge, instilling values, teaching students how to learn, and increasing motivation.

74. Lewis, Colby, "The ETV Producer's Duties and Responsibilities," pp. 12-18 ff.

According to the author, the producer is of primary importance to the ETV station. The producer is the one who puts it all together; he must have not only a grasp of technical elements but must understand the philosophies and techniques of effective education. His duties include reassuring and training television instructors, promoting audience interest and identification in the lesson, and producing a finished product for broadcast.

75. Battin, Tom C., "TV Needs the Educator," pp. 19-22 ff.

Battin calls for educators to take an active part in exploring the educational potentials of commercial television. He suggests that this can be achieved by cooperating with local stations to produce educational programming, by urging students to watch educational broadcasts on commercial television, and by lobbying for greater coverage of live events with educational value.

Volume 18, Number 5, February 1959

76. Engel, Harold A., "The Oldest Station in the Nation," pp. 3-5 ff.

This article details the founding of station WHA at the University of Wisconsin. Chartered in 1922, the station had been broadcasting experimentally since 1917 as 9XM-WHA. WHA has been recognized officially as the oldest station in the country.

77. **Sulzer, Elmer G., "Educational Broadcasting and Public Relations," pp. 6-7 ff.**

The author identifies good public relations as a state of mind and recommends that ETV employees become acquainted with the valuable assets of public contact and the establishment of good will.

78. **Haas, Karl, "The Role of Music in European Broadcasting," pp. 8-9 ff.**

The author details the ways in which European radio stations far excel U.S. stations in their serious music broadcasts. He suggests that government or private grants might help to improve the classical music heard in this country.

79. **Schlater, Robert, "Answer to a Director's Dilemma," pp. 10 ff.**

The author discovered that classroom situations could be televised more naturally if technicians were allowed to decide which student would recite at any moment by placing the microphone and camera near that student. This technique avoided the problem of not catching student answers on time and ensured that teacher and students had not rehearsed the answer beforehand, thus inhibiting naturalness.

80. **Lewis, Philip, "Projects and Products," pp. 11-13 ff.**

An exploration of CCTV as applied to research library usage in the transmission of visual images. The Alderman Library, University of Virginia at Charlottesville, is highlighted.

81. **Bretz, Rudy, "ETV: Teaching of Showmanship," pp. 16 ff.**

The author concludes that ETV must be both good education and good television. The instructional program must be founded upon principles of effective education, while the general interest program must have all the elements of a good "show."

82. **Tyler, Tracy F., "TV Provides Two Complementary Services," p. 17.**

Tyler maintains that the American public benefits from both commercial and educational television fare and stresses that the two types of stations assist one another. The commercial station provides financial and physical facility support to ETV stations in many cases, and ETV stations serve as training grounds for personnel eventually employed by commercial stations.

Volume 18, Number 6, March 1959

83. **Andrews, Stanley, "Radio: Marvel or Monster?" pp. 3-5 ff.**

A veteran of commercial radio in the early 1930s, the author draws the following conclusions about radio: it can successfully be used in classroom education; it can inform about a vast variety of subjects; it can change attitudes and opinions; it can stimulate overt action; and FM radio can be profitable to small specialized audiences. Both educational radio and television need to concentrate on making their programming interesting to viewers/listeners.

84. **Weaver, Luther, "Homework vs. TV: Which is Winning? pp. 6-8 ff.**

A summary of research in a Minnesota high school which found that students watched an average of 25 hours of television per week in the seventh grade and 12½ hours per week in the 12th grade, while they spent an average of five and six-plus hours respectively on homework. The author concludes that television may be said to have some effect on those who watch it. The survey also revealed that out of 370 students surveyed, only one was a regular viewer of the Minneapolis educational television station, while 247 respondents said they never watched the station.

85. **Tyler, Tracy F., "Eternal Vigilance Necessary," p. 9.**

Tyler points out that if the public is to continue to have its interests served by commercial stations, it must remain aware of the changes in regulations governing those stations.

86. **Lewis, Philip, "Projects and Products," pp. 11-13.**

A brief review of three technological developments: low-cost videotape recordings, a new audio record cueing device, and the scan-a-graph television pick-up system.

87. **Logan, Devere, "ETV Considerations for School Board Members," pp. 14-15 ff.**

This article is a digest of a longer memo to Illinois school board members by Lloyd Morris, a school board member in Elmwood Park, Illinois. The memo is designed to acquaint school board members with the status of ETV in 1959 and includes information on costs, facilities, training of television personnel, potentials of ETV, types of programs in existence, and academic considerations.

88. **Driscoll, John P., "Can TV Improve College Teaching?" pp. 16 ff.**

Driscoll details a Penn State research project on the effectiveness of television instruction. The study showed no difference in factual learning between groups taught by conventional methods and those taught by television. Results did indicate a marked difference in the amount of attitudinal learning, with the television group showing the greatest change.

Volume 18, Number 7, April 1959

89. **Paulu, Burton, "Radio and Television in the Soviet Union," pp. 3-4 ff.**

Paulu took part in a U.S.-Soviet broadcaster exchange. He reports that Soviet broadcasting is run by the government and is noncommercial. Programming is mostly propaganda for advancing the goals of the state. Consumers pay a receiver tax. Radio is more developed than television and broadcasts mostly music, news, and children's programming. Neither medium is used for in-school instruction.

90. **Tyler, Tracy F., "Industry Aids Educational TV," p. 5.**

Tyler points out that the head of Westinghouse Broadcasting has stressed the importance of educational broadcasting both to the public and to the cause of broadcasting as a whole. Tyler maintains that if educational television is that valuable, then all commercial stations should be supporting legislation designed to give government financial support to educational broadcasting.

91. **Nielsen, Edward M., "A Parent Looks at Television," pp. 6-7.**

Nielsen believes that parents should be concerned with television programming. He says that most commercial fare is "shoddy" and that many educational programs are such in name only. He deplores use of the set as an electronic babysitter and says that parents should assume the responsibility of a "censorship" role.

92. **Beck, Alfred D., "Understanding the Results of ETV Research," pp. 8-9 ff.**

This is an historical overview of research in instructional television up to the year 1959. Studies comparing the effectiveness of televised instruction and live teaching were typical. The propriety of televised instruction for subject matter taught was examined, in addition to studies analyzing the acceptability of learning through television. The author details information needed for interpretation of the research reported in this overview. New research directions are advised. Beck advocates investigations with theoretical foundations and greater generalizability. Practical, formative research often proves to be too situation- and problem-specific.

93. **Lewis, Philip, "Projects and Products," pp. 10-11.**

An introduction to the development of audio cartridge record and playback units. Collins Radio Company, Cedar Rapids, Iowa, is credited with the initial entry.

94. **Carpenter, C. R., and Barbara Yanowski, "Wanted: Science Teachers for TV," pp. 12 ff.**

The authors suggest that in-classroom televised instruction might be one answer to the shortage of elementary and secondary school science teachers. Recommended qualifications for such television teachers are outlined.

Volume 18, Number 8, May 1959

95. **Wigren, Harold B., "ETV: The Story Up To Now," pp. 3-6 ff.**

An informative overview of ETV history from its conception in 1946 up to 1959. Includes the fight for channel allocations. Head counts are given for the number of individual stations, networks, and closed-circuit operations in current service. Reasons for ETV growth are suggested. Future directions are indicated.

96. **Tyler, Tracy F., "Does Commercial TV Deserve Criticism?" pp. 7 ff.**

Tyler cites a campaign by NBC's Robert Sarnoff to combat unfriendly criticism of commercial television. In naming the services television offers to society, Sarnoff did not mention the role of education in television. Tyler believes that the industry should concentrate on improving its product and should emphasize television's educational potential and responsibility and thus constructively combat criticism by obviating the subjects under attack.

97. **Kupperstein, Edward R., "The Massachusetts School Television Story," pp. 8-11 ff.**

This article details the success of a Massachusetts educational television network called "The 21-Inch Classroom." The network began broadcasting in 1958, serving schools all over the state and providing supplementary material to elementary schools. Financing was through the school systems themselves. The greatest problem was the acquisition of television receivers. The author anticipates expansion of the "classroom."

98. Almstead, Francis E., "Leased Time 'Pays Off' for Educational Television," pp. 12-15 ff.

Almstead discusses New York State's experiments with educational television. One project involved the renting of commercial station WPIX's facilities and production personnel. The article details the conditions under which the experiment was conducted and examines the success achieved.

99. Purcell, Claude, "Educational Television in the Schools of Georgia," pp. 16-17 ff.

Educators in the state of Georgia in 1959 saw the possibility of using ETV to improve education in a largely rural, very poor state. Their plans for implementation included a number of specific projects to achieve the stated goals.

100. Lewis, Philip, "Projects and Products," pp. 18-21.

A review of Adler Electronics proposal to provide ETV coverage to the entire state of Michigan for $500,000 in equipment costs.

101. Kager, Ken, "Educational Radio's Influence," pp. 22-23 ff.

The author reviews the results of a telephone survey conducted within the broadcast area of KUOW radio, Seattle. The survey expected that a radio station's influence is determined not only by the number of listeners it has but also by the composition of its audience. The survey found that KUOW listeners were more gregarious and more influential than non-listeners.

102. Miner, Robert A., "The Videotape Recorder," pp. 24-25 ff.

Miner outlines ways in which the relatively new videotape recorder can be used in educational television. In general, the VTR means increased versatility, greater opportunity for evaluation and teaching criticism, and expanded potential for education as a whole.

103. Stevens, Dick. "Education's Last Chance in Radio: FM," pp. 26-27 ff.

The author details the results of a mail survey of managers of educational FM stations throughout the country. Results led him to conclude that FM radio is not being used to its full educational potential: the record of FM radio's educational accomplishments is at best uneven; FM stations need adequate financing, staff, and equipment; and educators should immediately act to reserve FM radio channels for educational use.

Volume 18, Number 9, October 1959

104. Tyler, Tracy F., "The Search for TV Teachers," pp. 3-4.

Tyler maintains that regular classroom teachers should view television not as a threat but as an aid. He also urges principals and other supervisory personnel to identify television teachers who are well versed in their fields and who have outgoing personalities.

105. Lewis, Philip, "Projects and Products," pp. 5-8.

Highlights of research (especially Philco's) into single channel stereo broadcasting for AM, FM, and TV. A brief summary of Polaroid's oscilloscope camera is also included.

106. Ford, Frederick W., "Allocations—a Problem for Both ETV and the FCC," pp. 9-13.

Between 1952 and 1959, 89 UHF stations went out of operation, substantiating Ford's point that the problem of channel allocation was not solved by the FCC in 1952. He says that UHF and VHF stations are not competitive in the same market because most sets can receive only VHF and because VHF reception is uniformly better. He proposes that the VHF channel spectrum be extended and that Congress be given authority to require all new sets manufactured to receive both VHF and UHF.

107. Greene, Hugh A., "Videotapes Aid German Instruction," pp. 15-18.

Greene reviews the success of the University of Texas in using videotaped instruction to teach its large German-language classes.

108. Blum, Eleanor, "Radio-Television Selected Bibliography," pp. 19-20.

Brief comments are provided on more than a dozen books, including U. S. government publications. (See also No. 123)

109. Dolgen, Lola, "High School of the Air," pp. 21-24.

The success of WNYE-FM's program to make high school education available to home-study students in the New York area is discussed. In operation for ten years at the time this article was written, the project also features teachers who visit students once a week in their homes. FM radios are also furnished to needy students.

110. Butcher, Frederic D., Jr., "The Medical Profession Needs ETV," pp. 26-31.

The author traces the history of ETV's association with the medical profession. He emphasizes the part ETV can play in medical school instruction and its potential role in educating the public on health matters.

Volume 18, Number 10, November 1959

111. **Tyler, Tracy F., "Involve the Teachers," pp. 3-4.**

Tyler suggests two ways to overcome teacher skepticism about ETV and educational radio: producers of material to be used should make sure that competent teachers are involved in all phases of production, and classroom teachers should be made to feel personally involved in determining how the broadcast material is to be used in their own classes.

112. **Lewis, Philip, "Projects and Products," pp. 5-9.**

A review of three technological developments: A. B. Dick's videograph process, General Electric's low light level image orthicon camera tube, and Argus' low-cost vidicon television camera.

113. **Gable, Martha A., "Some Benefits and Problems of School Television," pp. 10-17.**

ETV is discussed by a teacher involved with educational broadcasting for over 11 years. The point is made that for television to be successful as an educational tool, a conducive learning environment must be created, and television lessons must be followed by competent classroom instruction.

114. **Benjamin, Marye D., "Our Radio Opportunities in Latin America," pp. 18-26.**

The author suggests that radio can be an important tool in educating the millions of Latin Americans and cites Voice of America programs designed for that purpose. She cautions that American educators must recognize the diversity of the Latin America population and be prepared to speak to that diversity.

115. **Knoepfler, Donald W., "Does the Label Make a Difference?" pp. 27-30.**

The results of experimental research conducted by the author indicate that there is no difference between amount of interest in or amount of information retained from a program whether presented as a product of educational television (NET) or of a commercial network (CBS). Students who viewed the test programs retained information and were attentive to the same degree regardless of the rating for program production quality.

116. **Greenhill, L. P., "Televised Instruction or Instructional Television?" pp. 31-36.**

Under discussion are providing high-quality instruction via the medium of television and utilizing the unique characteristics of television to produce the best instruction possible. Greenhill lists several of the "selling points" of ITV, including the ability of television to reach many people at widely separated points simultaneously, the ease of presenting visual materials, and the close-up look that television provides. Successful television instruction depends both on what the learner brings to the situation and what the medium provides.

117. **Chamberlain, Paul H., "Whither Educational Broadcasting?" pp. 37-49.**

Chamberlain discusses the rising costs of education and the reluctance of taxpayers to meet those costs. He concludes that one way to cut costs, alleviate the teacher and classroom shortage, and spread expenditures over many districts is through greater utilization of televised instruction in ETV-served school districts. He suggests a systems approach to ETV that would stress making its programs competitive with commercial fare.

118. **Cunningham, John P., "What is Advertising's Responsibility in ETV?" pp. 50-58.**

The responsibility of advertising agencies is to help allay commercial station fears of competition from ETV stations and to help raise money for the support of ETV. Cunningham also suggests that manufacturers of television sets support ETV by producing an all-channel receiver costing little more than those sets receiving only VHF.

Volume 18, Number 11, December 1959

119. **Tyler, Tracy F., "Broadcasting Under Fire," pp. 3-4.**

Tyler rejects the idea, advanced in the wake of commercial television's quiz show scandals, that more legislation is needed to strengthen the FCC. He maintains that the agency already has all the powers it needs to regulate broadcasting satisfactorily but in the past has failed to live up to its responsibility to protect the public interest.

120. **Lewis, Philip, "Projects and Products," pp. 5-9.**

A review of the initial broadcasting experiments by Midwest Council on Airborne Television Instruction (MPATI) conducted in conjunction with the Purdue Research Foundation.

121. **Elving, Bruce F., "Who Listens?" pp. 10-12.**

A survey of radio listenership conducted by the author in the Iowa City area revealed that those who listened to educational radio regularly were more active socially and tended to be "somewhat more culturally oriented" than those who did not listen regularly.

122. Weld, Arthur, "TV Offers a Close Look," pp. 13-19.

The author points out two different types of "close look" that instructional television can offer students: the first is the physical close-up of a demonstration or the like; the second involves intimacy with the teacher and a sense of immediacy. To help achieve intimacy, the author suggests that the teacher be informal, maintain eye contact, exclude "feedback groups" from the studio, use the close-up extensively, and, if possible, act as his own director.

123. Blum, Eleanor, "Radio-Television Selected Bibliography," p. 20.

Brief comments describe five books, most of which deal with media effects. (Previous installment: No. 108) (See also No. 153)

124. Arms, George, "Ed/TV = Future," pp. 22-28.

Arms suggests that educational television should become the medium providing the education the public needs. ETV should help to ease financial, teacher, and classroom troubles in colleges, elementary, and secondary schools. It should help the public to participate in the governmental process by televising meetings and should help to ease the stress of modernization and societal complexity.

125. McBride, Jack G., "We Need More Production!" pp. 32-38.

A report on the author's assignment, as production consultant to the affiliates of the National Educational Television and Radio Center, to visit each of the affiliates and to produce four training films. He rated ETV in the U. S. as a "qualified good," but stated as problem areas a shortage of good television teachers, little production help offered television teachers, lack of adequate staff and equipment, and distrust existing between teachers and production personnel. To improve the quality of ETV, McBride recommends steps to rectify these deficiencies.

Volume 19, 1960

Volume 19, Number 1, January-February 1960 (Convention Report)

126. Tyler, Tracy F., "Will President Eisenhower Help?" pp 1 f.

In the wake of the "quiz show scandals," the editor maintains that the ultimate responsibility for improving programming lies with broadcast station owners' hope that the FCC will exercise powers to encourage owner action on programming ills. However, Tyler feels the FCC would be more likely to act if the commissioners were not lawyers but educational broadcasters or those knowledgeable about broadcasting. It was hoped that President Eisenhower's new appointments to the FCC would include professionals with such qualifications.

127. Lewis, Philip, "Projects and Products," pp. 3-9.

A summary of new CCTV techniques which are employed by the Air Training Command at Lowry Technical Training Center, Denver.

128. Sheppard, Walter P., "Gauging Video's Potential," pp. 10-13.

This brief article is a report on the NAEB's 1960 Convention. The author notes speakers and topics, stressing that the two most important areas of discussion were the uses, techniques, and potentials of ETV and the role of educational broadcasting in this country's ideological struggle with Russia. He maintains that the NAEB needs to become more involved with international broadcasting.

129. Dreyfus, Lee S., "Ideological Fallout," pp. 14-17.

Dreyfus stresses the part that U. S. educational broadcasters must play in the struggle for the minds of men throughout the world. He suggests that broadcasters encourage tape exchanges with other countries, provide tapes about America and Americans in foreign languages, sponsor exchange students in educational broadcasting, and encourage faculty to compete for Fulbright fellowships.

130. **Myers, Lawrence, Jr., "The Study of Broadcasting," pp. 18-21.**

The author discusses education in broadcasting at the university level, using the program of study at Syracuse University for illustration. Difficulties in attracting students to broadcasting coursework are attributed to delayed interest in professional training and the overall poor quality of commercial media programming. Emphasis on liberal education is thought to be valuable to a quality academic program in broadcasting.

131. **Dempsey, William C., Patrick Hazard, Marshall McLuhan, and Edward Stanley, "Has the Intellectual Failed TV?" pp. 22-23.**

This brief article consists entirely of quotes from four members of an NAEB convention panel. Glimpses are provided into what each panel member feels television might mean for the intellectual and vice versa.

132. **Mead, James L., "Low-Power Broadcasting," pp. 24-29.**

A look at the development of low-power station WOAK (TV) in Royal Oak, Michigan. The advantages of low-power transmission for ETV include less stringent licensing procedures, low-cost facilities and maintenance, transmission quality on a par with higher power facilities, flexibility in operation procedures, and flexibility in allowing students to obtain advanced licenses on their own. Mead outlines steps that the NAEB should take to foster expansion of low-power facilities.

133. **Adler, Ben, "UHF-TV Translators," pp. 30-35.**

Adler discusses some of the technical problems encountered with UHF transmissions and the UHF translator services. He also identifies some of the services translator systems can provide for ETV program distribution.

134. **Donner, Stanley T., "Curriculum Dilemma," pp. 36-39.**

The author contends that broadcasting education should be firmly grounded in the liberal arts. The good broadcasting curriculum strikes a balance between liberal arts courses and good practical work in broadcasting. He cites a study which indicates that university curricula in broadcasting are falling far short of this balance.

135. **Walcoff, Larry, "In-School Broadcasting 1959," pp. 40-43.**

The results of a study that sought to determine the impact on use of in-school radio programs provided by the Iowa School of the Air. Walcoff presents a general discussion of his methods and findings.

136. **Day, M. McCabe, "Passe or Promising?" pp. 44-49.**

An overview of the development of low-power FM radio broadcasting, especially as it is used in education. The author pays particular attention to the reasons why such radio facilities have not been more widely used by educators.

137. **Ellery, John B., "A Mass Communication Curriculum," pp. 50-53.**

The author maintains that a thorough grounding in the theory of broadcasting helps to prepare the student both for the practical course he must take and for successful performance in his chosen field. He offers as an example details of the curriculum in broadcasting at Wayne State University in Detroit, Michigan.

138. **Harley, William G., "President's Address," pp. 54-64.**

A look at NAEB history and the status quo circa 1960. President Harley reminds the membership that the NAEB is a trade association, a professional organization, and a tape network. He stresses that three measures should be implemented to maximize the NAEB's effectiveness in the field: the presidency of the organization should be made a full-time position; headquarters should be moved to Washington, D.C.; and the goals and methods of the organization should be scrutinized.

Volume 19, Number 2, March-April 1960

139. **Tyler, Tracy F., "New Radio-TV Legislation Recommended," pp. 1-2.**

The editor reiterates the point that, in the wake of the "quiz show scandals," what is needed is not new legislation to clean up commercial broadcasting but an FCC that will use its authorized powers. He stresses that the existence of educational television and radio does not free commercial stations from their responsibility to provide quality programming.

140. **Yoakam, Richard D., "Radio and TV Editorials," pp. 3-5.**

A brief summary of major radio and television station editorializing throughout the U. S. and Canada. Yoakam concludes that few stations editorialize, that management is very much a part of the process for those stations that do, and that most news directors feel news programming and editorializing must be strictly separated. Existing editorials are divided into three categories.

141. **Lewis, Philip, "Projects and Products," pp. 6-10.**

The RCA Lyceum 21-inch Classroom Receiver, Taylor Wiring Duct, and the Filmotype photocomposition machine are highlighted.

142. Hungerford, Arthur, "The Demise of META," pp. 11-14.

Hungerford reviews the history and accomplishments of New York City's Metropolitan Educational Television Association, which was abandoned in 1960. He includes details about META and congratulates its board for realizing when it had reached the end of its effectiveness.

143. Iezzi, Frank, "Teaching by TV in Italy," pp. 15-20.

The author explains that Italy faced a crisis in providing schooling for its population. Television was seen as a temporary answer to the problem. Descriptions of students, teachers, curriculum, and viewing conditions are provided.

144. Holt, Lee E., "A Geocultural Year?" pp. 21-26.

A detailed review of the 1959 American Humanities Seminar held at the University of Massachusetts, including summaries of speeches and reactions to the speeches. One idea presented at the seminar was that of a geocultural year. Scholars from every country would cooperate in a massive study of human ecology.

145. Lincoln, Murray D., "The Humanities . . . and the Future," pp. 27-33.

Reprint of a speech delivered at the American Humanities Seminar at the University of Massachusetts in 1959. This article stresses the importance of education in the humanities. The author cautions broadcasters not to neglect the visual elements.

146. Bretz, Rudy, "The Camera with the Picture on the Front," pp. 34-36.

A new television camera is described that sports a view finder mounted on the front of the camera as well as the back. The performing talent is not only able to focus his attention on the camera lens but is also in a position to monitor the out-going video picture. Adjustments in performance can be executed quickly with this instant and easily seen feedback mechanism.

147. Petry, Thomas, "On Blowing One's Own Horn," pp. 37-46.

The author details the success of a promotional campaign in building an audience for KNME-TV, the ETV station of the University of New Mexico at Albuquerque. He includes many specifics of this campaign along with illustrations.

148. Ruble, Carl H., "New Techniques for ETV," pp. 47-51.

Ruble argues that since television is a complex new teaching medium, innovative teaching techniques tailored especially to the medium's unique characteristics should be developed. Audiovisuals for televised instruction must be created. Team teaching should be encouraged.

149. Maupin, John G., "Teaching Speech on a Commercial TV Station," pp. 52-62.

The article details a course in basic speech skills that was offered over a commercial television station in Cincinnati, Ohio. Results from an audience questionnaire on the course's effectiveness are presented, as well as details of materials, course organization and conduct, study aids, and visuals.

150. Emery, Walter B., "An Ambivalent Congress—and a Frustrated FCC," pp. 63-76.

An informative discussion of the FCC hearings and congressional reaction occasioned by the "quiz show scandals" of the late 1950s. The author reviews the government inquiries and discusses the powers of the FCC with regard to programming.

Volume 19, Number 3, May-June 1960

151. Tyler, Tracy F., "Radio-TV Pictures Called 'Murky,'" pp. 1-2.

The editor quotes a report by the dean of the Columbia School of Journalism, which accuses broadcasting of catering to mediocrity. The dean called for a stronger FCC to encourage quality programming by broadcasters. The editor agrees with the dean and asks for the appointment of "concerned, dedicated citizens" to the FCC as the first step in achieving better electronic media.

152. Lewis, Philip, "Projects and Products," pp. 3-10.

A discussion of J-Jacks, a new concept in signal distribution for CCTV by Jerrold Electronics, which permits unlimited flexibility in installations without rewiring.

153. Blum, Eleanor, "Radio-Television Selected Bibliography," pp. 11-12.

A source list is provided for such areas of broadcasting as media effects, regulation by government, government publications, and technology. (Previous installment No. 123) (See also No. 233)

154. Avery, William H., "A Congressman Looks at ITV," pp. 13-17.

The author expresses his support for government reservation of television channels for educational use because he feels the interstate properties of television transmission make channel allocation an area of federal concern. He opposes the bills, then current in the House, proposing federal financial aid for ETV. The article includes a history of government involvement in ETV.

155. Reuss, Henry, "Another Congressman Proposes an ETV Fund," pp. 18-20.

A member of the House of Representatives outlines the provisions of the bill he has sponsored that would amend the Federal Communications Act. Selected provisions include direction of the FCC to set up minimum standards of public service; creation of an Advisory Board on Education and Culture to help the FCC in the former task; establishment of a system of competitive bidding for broadcasting licenses; use of the funds thus obtained to finance educational broadcasting expansion; and establishment of higher standards for the FCC's members.

156. Magnuson, Warren G., "A Case Against Waste," pp. 21-25.

A proponent of educational television deplores the lag in activation of channels reserved for educational uses. He believes that passage of the bill he has sponsored in the Senate, providing federal money on a matching basis for ETV facilities construction, would help speed activation. He also suggests congressional passage of a one percent tax on television time sales, with receipts earmarked for federal aid to ETV.

157. Harris, Oren, "Why I Favor Federal Legislation to Aid Construction of ETV Facilities," pp. 26-29.

Contents of the House bill providing federal funds for the construction of ETV facilities are outlined. Harris sketches the history of the bill, the hearings which have surrounded it, and contrasts the House and Senate versions.

158. Ziebarth, E. W., "Something of Value?" pp. 32-36.

The author examines the functions an ETV network could fulfill, including elimination of costly duplication and widening the availability of distinguished teachers. He cautions, however, that educational broadcasters must be sure the products distributed via an ETV network are of the highest quality.

159. Lyons, Louis M., "WGBH Taps Local Resources," pp. 37-43.

The author sees ETV stations as community stations. With the advent of ETV network distribution, he emphasizes that such stations are also regional stations. These designations imply somewhat different responsibilities. He uses Boston's WGBH as an example of how a station's programming can meet these responsibilities through exploiting local and regional resources.

160. Vander Meer, A. B., "Education's 'Numbers Game,'" pp. 44-48.

The author stresses that higher education in the U. S. is changing: more students are seeking higher education, educators are aiming to expand institutions of higher learning over wider geographical areas, and there is a teacher shortage at the college and university level. Television can help to meet the changing needs of higher education.

161. Fuller, Edgar, "An Educator's Eye View of ETV Networks," pp. 49-54.

Fuller wonders whether a national ETV network would serve the best interests of education. He believes that perhaps an ETV network would be beneficial in cultural and enrichment programming areas, where viewing is optional. But with regard to in-school programming, he questions whether the standardization incumbent upon network programming might not act to the detriment of the student. He also feels that a national network might come under unwanted federal control via power of the purse.

162. Christiansen, Kenneth A., "Florida's ETV Network," pp. 55-60.

This article details the development of Florida's educational television system, including a look at organizing principles, curriculum for in-school use, adult education, and support from industry and state agencies for the network.

163. No author named, "Alabama, For a Change, Is No. 1," (from the Montgomery *Advertiser*) pp. 61-62.

A reprint of a newspaper editorial, the article cites the success of ETV in Alabama. The ETV system carries in-school instruction, cultural, and civic programs to three-fourths of the state, and has greatly raised the quality of education available to students.

164. Day, M. McCabe, "WVSH Covers the Fifties," pp. 64-69.

A history of radio station WVSH, Huntington, Indiana. The station began operations in 1950 and is operated by the city's schools. The facilities serve as a training ground for students and operate for instructional purposes.

165. Tanner, Harold I., "Will AM Give Way to FM?" pp. 70-72.

Tanner contends that AM radio will soon be supplanted by its technically superior cousin, FM broadcasting. He supports his allegations with a look at the Detroit market, where FM stations have begun to cut into AM stations' revenues, eliciting nervous reactions from AM broadcasters.

166. Reed, Oscar, Jr., "FCC May Modify FM Standards," pp. 73-76.

Reed considers the FCC's possible revision of engineering standards for FM stations. Because of advances in FM technology, the stations would benefit from revisions in certain rules governing their operation.

167. Pearle, Edward L., "An Award Winner!" pp. 77-81.

This article details the programming that won for Boston's WBZ, a commercial Westinghouse station, the Thomas Alva Edison Award as the radio station that best served the interests of youth during 1959.

168. Pegram, John B., "WKCR's Story," pp. 82-86.

A history of Columbia University's WKCR and WKCR-FM, the student-run stations that serve the entire New York metropolitan area. The stations' personnel, programming, operating procedures, and future are considered.

169. Kelso, John, "No Sound Barrier Here," pp. 87-88.

Kelso describes programs broadcast by St. Louis's public school radio stations which are used to teach young students at the Missouri School for the Blind. Teachers at the school began to use "regular" programs, but now the station plans to run some programming especially designed for the blind.

170. Kramer, Worth, "Radio Has a Tomorrow," pp. 89-94.

The author maintains that commercial radio is failing to meet the challenge of an increasingly educated public with more leisure time. He suggests seven points that might improve radio: survey of community needs and interests; programming that caters to as many diverse interests as possible; use of rating sheets only as guides, not as make-or-break program decision makers; devising a fair rate card and sticking to it; screening of advertising content; involvement of station and staff in public affairs; and observance of good business practices.

171. Winkler, Harold, "Pacifica Radio—Room for Dissent," pp. 95-103.

A discussion of the Pacifica Foundation's philosophy of subscriber-supported radio. The foundation, which operates three radio stations, is dedicated to the furthering of culture and creativity on radio and to giving a voice to diverse and often unpopular viewpoints. The author also discusses the organization, funding, and programming of the foundation's stations.

172. Walker, David, "*Science Review*," pp. 104-106.

This article looks at the Canadian Broadcasting Corporation's (CBC) radio network series *Science Review*. Walker discusses the series concept and reviews program content. Audience response to the series is noted.

Volume 19, Number 4, July-August 1960

173. Tyler, Tracy F., "Is the Public Responsible for Broadcasting's Ills?" pp. 2-3.

The editor considers the debate as to whether television's program content is determined by what the people want, as expressed by ratings, or by what advertisers are willing to sponsor. He maintains that television communicators need to show more leadership and more courage in producing and broadcasting quality programming.

174. Skornia, Harry J., "Television and International Understanding," pp. 6-8.

Skornia editorializes that television can be a great force for promoting international understanding through televised Socratic dialogues, through visual presentation of the national character of one land to another, and through objective, rather than propagandistic, reporting.

175. No author named, "Broadcasting in the Netherlands," pp. 9-15.

Broadcast programming over the nation's two AM radio frequencies and one television channel is taken care of by different religious, political, and social groups licensed by the government for that purpose. It is speculated that commercial television may be likely in the future but that radio will probably continue under current operating and programming procedures.

176. Cooper, Bernarr, "Sound for the Hungry . . . India," pp. 16-18.

The author reviews a book by J. C. Mathur and Paul Neurath, *An Indian Experiment in Farm Radio Forums*. The book details an Indian radio project that programmed better farming and living methods. Villagers listened to the broadcasts in groups and discussed the content afterwards. The authors of the book attempted to measure increases in knowledge attributable to the program. Project success was rated.

177. **Paulu, Burton, "Broadcasting in the United Kingdom," pp. 19-27.**

The author maintains that the British tradition of freedom of expression offsets the possibility of government control of broadcasting. British and Soviet systems are briefly compared. Paulu then discusses organization, program control and audiences, comparing these features of the BBC with Britain's commercial network.

178. **Paz, Magdeleine, "Educational Radio in France," pp. 28-30.**

Paz offers a brief sketch of the organization and programming of France's educational radio system.

179. **Hanson, Howard, "Cultural Exchange and the United States," pp. 31-34.**

Many radio and television productions in this country could be considered undesirable for international cultural exchange programs. Hanson feels that we as Americans must learn to value the creative arts more; we must create a climate in which these arts can grow. Programming of which we are proud can then be exchanged with other countries.

180. **Ziebarth, E. W., "Electronic Media in the Soviet Union," pp. 35-43.**

Ziebarth covers in detail the development of both radio and television in the USSR and notes that its sole purpose is to support the government. Obstacles to this goal include the wide coverage area of the country and the scarcity of receivers.

181. **Lundin, Marjorie, "Sweden Calling the World . . . ," pp. 44-52.**

An overview of the history and programming of the Swedish Broadcasting Corporation, which operates the radio and television networks in that country. Lundin touches upon the technical considerations of the system and upon the international exchange in which it participates.

182. **Munster, G. J., "Television in Australia," pp. 53-61.**

The author details the work of the Australian government to spread television reception throughout the country. He notes that the Australians have both a government broadcasting system and commercial operations. The latter are owned primarily by newspaper publishers. Their programming is almost exclusively entertainment, much of it imported films. Munster further discusses the hearings then underway investigating the expansion of the commercial system.

183. **Iezzi, Frank, "Italy . . . Its Television Revisited," pp. 62-70.**

The history, programming, audience composition, educational function, and commercial policies of Italian television are reviewed. Iezzi discusses four ways in which Italy's television differs from that of the United States.

184. **Smythe, Dallas W., "Space Satellite Broadcasting," pp. 71-78.**

Citing the cold war implications of communication between nations, the author deals with propaganda broadcasts between countries and with the need for electronic media to service underdeveloped nations. He also speaks of the need for international agreements on the use of satellites for relaying broadcast signals, an innovation which at that time was becoming technically feasible.

185. **Allen, George V., "ETV Opportunities Abroad Through USIA," pp. 79-81.**

The director of the U. S. Information Agency asks the help of NAEB members in providing cultural, noncurricular material for use on overseas television and for aid to foreign countries in developing their own ETV systems. He says such efforts are necessary to balance the American image the people of these countries receive through the many commercial films and series purchased from American makers for use on foreign television.

186. **Brown, Thomas H., Jr., "RFE . . . Its Audience and Its Policies," pp. 82-88.**

A sketch of the history, policies, programming, and audience of Radio Free Europe, which the author sees as a force to counteract the propaganda fed Eastern Europeans by their domestic media.

187. **Dutton, Geoffrey, "The Advertiser's English," pp. 89-91.**

This brief, rather humorous article takes advertising to task for using bad English grammar.

188. **Rainsberry, F. B., "Educational TV in Canada," pp. 92-104.**

The author points out that the Canadian Broadcasting Corporation has long been charged with carrying commercial fare, plus cultural and educational programming. The CBC then began production of instructional programming, found to attract a large adult audience interested in continuing education.

189. **Lewis, Philip, "Projects and Products," pp. 105-110.**

A discussion of how the Teletest System (individualized instruction) performs a number of important functions for ITV and film instruction.

Volume 19, Number 5, September-October 1960

190. **Hill, Harold E., "Who Speaks for the Courageous?" pp. 1-2.**

Hill praises sponsors who back controversial fare on commercial television and urges educators and the public to express their approval to sponsors and networks when quality programming appears.

191. **Tyler, Tracy F., "Listeners Lack Real Choices," pp. 3-4.**

The editor calls the attention of FCC, Congress, and the public to the continued lack of a choice of what he terms quality programming. He urges that the industry of commercial television make greater efforts to serve discriminating and diverse audiences.

192. **Wright, Eloise S., "A Classroom Teacher Looks at ETV," pp. 5-6.**

A brief look at one teacher's experiences in using ETV at her school. She concludes that the amount of learning generated by ETV is in the end determined by the use made of the new medium by the classroom teacher. She includes a form that may be used for classroom teacher feedback to the ETV studio.

193. **Ballou, Mildred, "Teacher in the House," pp. 7-9.**

Ballou relates her personal experiences as a full-time teacher at an Iowa ETV station. She includes a look at the mechanics of teaching on television and thinks the medium is here to stay.

194. **Mock, Ginni, "What Does it Take to Teach By TV? pp. 10-14.**

Based on her personal experience as an ETV instructor, Mock stresses that ETV station personnel can do much to help put the new television teacher at ease and to help her do the job more effectively. Additional hints are provided.

195. **Rogers, Mary, "From Classroom to TV Teaching," pp. 15-16.**

In the classroom the teacher is in charge, but in ETV work the teacher is one of a team working together to produce the educational product. ETV teaching calls for excellent organization of the material to be presented. The television teacher also has access to a greater range of material than does the classroom instructor. Televised instruction puts more of the burden of learning on the student than does conventional classroom teaching.

196. **Gunn, Hartford N., Jr., "30 Seconds Not Enough," pp. 17-22.**

A call for a live educational radio network to meet the challenge of informing the American public adequately about its responsibilities in a democratic society. Gunn maintains that commercial electronic media do not inform the public as they should and that ETV is much too expensive to be economically feasible as an information source at this time.

197. **Murr, Kenneth, "Dual Channel TV Aids Classroom Observation," pp. 23-32.**

A report of a project at the Pennsylvania State University that used a closed-circuit television system to let education students observe behavior in actual classrooms without disrupting the work of the classes. The author discusses the technical problems encountered in addition to the reactions of both the classes and different groups of the observers.

198. **Chamberlain, Hope, "*Continental Classroom*: Progress Report," pp. 33-37.**

This article details the development and content of NBC's *Continental Classroom*, a television series on science designed to improve teachers' knowledge of physics and chemistry. The author rates the program as an ETV success and notes that other countries have expressed interest in the series.

199. **Taylor, John W., and Edward L. Morris, "How to Finance an ETV Station," pp. 38-42.**

The authors detail the efforts of Chicago's WTTW to obtain financial backing and the specific methods that were used. They stress that the development of a successful ETV station depends on scheduling, organization, and personnel.

200. **Winslow, Ken, "Image Orthicon Goes to College," pp. 43-45.**

Winslow advises the use of image orthicon, rather than vidicon, camera equipment wherever finances permit, because the image orthicon yields better quality. He relates his own experiences with the camera at the University of California, Berkeley, and with San Francisco's ETV station KQED.

201. **Sherburne, E. G., Jr., "Needed: An ETV Vocabulary," pp. 46-52.**

The author recommends NAEB action toward standardizing the vocabulary used when one talks about educational television. Communication with Congress, professional colleagues, and the general public would be facilitated.

202. **Cooper, Bernarr, "TV, Here We Come!" pp. 53-54.**

In this article, the author reviews a book by Gale R. Adkins, *What Is Important for the Success of a New Employee in Television?* The book details the findings of a survey conducted with managers of commercial television stations to discern what employee qualities they rated as important for success in the field. The four most cited qualities were "a sound personal philosophy; a well-developed and balanced personality; the ability to be effectively self-directive; the ability to approach a television job with efficient problem-solving techniques." Cooper believes that these same qualities are important for the ETV employee and draws some conclusions about the implications of the findings for broadcast education.

203. Froke, Marlowe, "Educator Encourages Audience to Watch Westerns," pp. 55-60.

A project at the Pennsylvania State University, entitled "TV Guidelines," seeks to encourage discriminating commercial viewing habits. The author treats the program and its success in detail.

204. Blanshard, Paul, Jr., "What Manner of Man?" pp. 61-65.

This article reports the results of a mail survey conducted with ITV producer-directors, whom the author terms "teaching associates." The survey was intended to discover staffer characteristics. The results are presented primarily as quotes from different survey respondents.

205. Robinson, Anne Durrum, "Tongues by TV," pp. 66-76.

A distillation of the author's discoveries about the role of ETV in language teaching in this country (partially based on the results of a survey and partially on her personal experience). She deals with the specific languages taught around the country, materials used, responsibility for program development, class structure, and personnel used in the ETV language programs.

206. Lewis, Philip, "Projects and Products," pp. 77-80.

A brief summary of three equipment developments: the CECO closed-circuit television talk-back system, accessories for the Argus TV camera line, and Machlett Laboratories industrial television camera tube.

Volume 19, Number 6, November-December 1960

207. Tyler, Tracy F., "The Limitations of Teaching Machines," pp. 1-2.

Just as many teachers feared educational radio and television could eliminate their jobs, so do many teachers fear teaching machines. Tyler points out that teaching machines are ideal for teaching routine skills, freeing the teacher to spend more time on the needs of individual students.

208. Houglum, Roger J., "How to Get Started in FM Radio," pp. 3-8.

This article, the first of two on the subject, includes concrete hints and specifications for individuals and groups interested in financing and equipping an FM radio station and applying to the FCC for a broadcast license. The author also deals with other technical requirements of FM radio broadcasting. (See also No. 244)

209. Seltz, Herbert, "Tuesday Night—Opera Night in Bloomington," pp. 9-11.

The developments leading to the weekly broadcasts of the Metropolitan Opera over Bloomington, Indiana's educational radio station.

210. Dunham, Franklin, "The Federal Government in Television," pp. 12-16.

Many government agencies in addition to the FCC may exert pressure on United States television. Dunham lists a few of these agencies and details the powers they have over television: the courts, Congress, the Justice Department, the Office of Defense Mobilization, the Department of Health, Education and Welfare, and the Federal Trade Commission.

211. Cooper, Bernarr, "The Four Faces of Mass Communications," pp. 17-22.

The author reviews four texts in the area of mass communications and illustrates the four different approaches to studying the field which are represented: *The Process of Communications*, David K. Berlo—communication theory and process; *The Mass Communicators*, Charles S. Steinberg—communication theory as it can be used to persuade and to sway public opinion, especially as used by public relations practitioners; *Introduction to Mass Communications*, Edwin Emery, Philip Ault, and Warren K. Agee—a journalistic analysis of the mass media; *Mass Communications*, Erik Barnouw—the electronic media in all their aspects.

212. Aronson, Arnold E. and John V. Irwin, "Teaching Speech Correction by Television," pp. 23-28.

An overview of the ways in which ETV can be used for teaching courses in the area of speech correction at the university level. Specifics of such ETV use at the University of Wisconsin are enumerated.

213. Adkins, Gale R., "Problems in Research in Educational Broadcasting," pp. 29-37.

Adkins explains that research into educational broadcasting topics initially developed at a leisurely pace because little demand existed for the results of such studies. But the growth of ETV created a demand for concrete knowledge about the effectiveness of television teaching. Research in the field at this time faced problems of financing, personnel and facilities, time and opportunity, organization, and selection of significant problems for research efforts.

214. **Bernard, Patricia, "New Life for the Visual Arts," pp. 38-41.**

The work of the Boston Museum of Fine Arts in using educational television programs to foster public appreciation of art is reviewed.

215. **Trump, J. Lloyd, "Have We Learned Our Lesson?" pp. 42-46.**

The traditional structure of American education has resisted new technology, and consequently, new media like educational radio and television have not developed to their full educational potential. Trump recommends more flexible scheduling, full usage of teachers' professional capabilities, and commitment of greater financial resources to education.

216. **Lewis, J. David, "Revolution by Radio," pp. 47-55.**

The author offers an interesting report of the role played by radio broadcasting in the takeover of Cuba by the forces of Fidel Castro.

217. **Fellows, James A. and Charles M. Woodliff, "An Annotated Bibliography on TV Studio Operations," pp. 56-62.**

The authors have compiled a list of journals and source books in the following areas of television operations: broadcasting in general, camera operation and technique, lighting, audio equipment and its operation, projection operations, graphics, scenery, and direction.

218. **Lewis, Philip, "Projects and Products," pp. 63-66.**

A summary of instructional and remote applications for wireless microphone.

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219. **Serling Rod, "Controversy in Broadcasting," pp. 1-3.**

Serling laments the increasing paucity of good television drama with social significance. He makes a case that logically and morally the minority audience desiring such programming has a right to be accommodated.

220. **Dempsey, William C., "He Who Steals My Purse Steals Trash," pp. 4-10.**

The author deals with the problem of the educational station's image in its community. He says that the station manager must first determine what the community thinks of his station, what he would like the community to think of the station, and then seek to create the desired image through good public relations. He stresses the value of courtesy in dealing with the public and the value of promoting station programming.

221. **Jenkins, William A., "Do-It-Ourselves ETV," pp. 11-15.**

This article details the first graduate credit television course by the University of Wisconsin-Milwaukee. Jenkins tells of the problems of financing, publicity, and instruction encountered by the seven teachers involved, all of whom were inexperienced in teaching through television.

222. **Cooper, Bernarr, "That Significant Difference," pp. 16-22.**

The author maintains that the educator and the propagandist can learn from each other when it comes to the effective use of the electronic media. He deals critically with several studies that have examined the most effective ways to utilize broadcasting in education, most notably *Television, Education, and the Armed Forces*, published by the Defense Department.

223. **Wade, Warren L., "Music Teaching 1960," pp. 23-27.**

Wade provides the results of an experiment in which he use overhead television cameras to project material on television screens to aid his music classes. The use of the visual aids helped the students to learn the material presented, and he rates the experiment a success.

224. **Bronson, Vernon, "Frame and Focus," pp. 28-29.**

In the initial article of this series, Bronson briefly reviews the 1960 NAEB Convention's symposium on creativity and discusses audiovisual personnel.

225. **Lee, Robert E., "Put the Show on the Road," pp. 30-36.**

The FCC commissioner recommends that all television transmission eventually be shifted into the UHF spectrum, with VHF reserved for common carrier and mobile unit functions. To facilitate this move, he urges passage of an all-channel receiver law and activation by educators of UHF reserved channels. This article provides an overview of the problems besetting UHF activation in 1960.

226. **Evans, Richard I., "How Good Are the Rating Services?" pp. 39-50.**

The author critically examines audience rating services and concludes that all are prey to sampling or instrument errors, which call into question the accuracy of their results. He further maintains that the type of behavior that the services seek to determine, television viewing choices, is such that a qualitative analysis of the audience of each program, rather than mere nose-counting, might produce more accurate clues to the buying behavior in which sponsors are interested.

227. **Marshall, Elizabeth E., "How to Use TV to Aid Reading," pp. 51-54.**

A commercial station in Des Moines, Iowa, cooperates with local educators to produce a series of programs and vignettes emphasizing the importance of reading skills.

228. **Skornia, Harry J., "The NAEB: Past and Future," pp. 55-64.**

Skornia, marking his retirement as NAEB president, reviews the achievements of the organization to date and calls for it to assume leadership in the future. He wants the NAEB to foster idealism, to dissent against apathy. He wants it to take a prominent position in helping developing countries use broadcasting to further education. He wants the NAEB of the future to stand for idealism in education and for professionalism in broadcasting.

229. **Lewis, Philip, "Projects and Products," pp. 65-68.**

Highlights of three technological innovations: the improved 4½ inch image orthicon tube and Marconi's Mark IV TV camera, TelExecutive's low cost prompting device and 1⅞ ips magnetic recording system for stereophonic music, developed by CBS laboratories.

Volume 20, Number 2, March—April 1961

230. **No author named, "KTCA-TV Moves to New Building," pp. 2-3.**

This brief article describes the new facilities of Minneapolis-St. Paul, Minnesota's educational television station KTCA.

231. **Thatcher, Lorlyn, "Gothic Problem in Gotham," pp. 4-5.**

A brief sketch of the history and vital statistics of New York radio station WRVR, an FM station owned by the Riverside Church. The article examines the need for the station's antenna, perched atop the structure, to match the church's Gothic architecture.

232. **Berkman, Dave, "Dissent on ITV," pp. 6-9.**

The author contends that while ITV may be a valuable teaching tool for science and math, it may be dangerous to use it in humanities classes. He thinks that such use promotes conformity and stifles the students' opportunities to be exposed to many different points of view. Berkman fears the "Orwellian implications" of network program standardization.

233. **Blum, Eleanor, "Radio-Television Selected Bibliography," pp. 10-12.**

An annotated listing of source books in areas of broadcasting such as writing, production, audience effects, legislation, and performance. (Previous installment: No. 153)

234. **Bretz, Rudy, "Self-Directed Television," pp. 12 ff.**

Bretz maintains that most ITV programming could be produced with just the instructor, two cameras and one crew member. He feels that perhaps the instructor can learn to direct his own performance. The result will not, of course, be "slick and professional," but it will be viable as instruction. Explicit instructions are included for those who might wish to try this method of ITV production.

235. **Bretz, Rudy, "Director, ETV," pp. 13 ff.**

The author emphasizes the important role that the professional broadcast director may play in producing good instructional television, a role that has not often been recognized. He suggests that the main purpose of the director is to work with the instructor to facilitate communicating the learning task. The presence of the director as facilitator is the main advantage instructional television lessons may have over classroom lessons.

236. **Bronson, Vernon, "Frame and Focus," pp. 28-30.**

The establishment of a professional discipline in educational broadcasting is advocated. Bronson contends that such a discipline would provide a basis for the setting of evaluative criteria.

237. **Skornia, Harry J., "We Need Solutions—Not Problems," pp. 32-34.**

A critical review of the second edition of Wilbur Schramm's *Mass Communications*. The author laments that Schramm did not devote more of this volume outlining a plan for the future action to solve the problems facing broadcasting; the work only reveals what these problems are.

238. **Arms, George L., "Television Comes to Africa," pp. 35-37.**

This article describes the organization, facilities, and programming of Africa's first television station, based in Nigeria. (See also No. 271)

239. **Tettemer, Clair R., "How to Use Broadcasts in the Classroom," pp. 38-41.**

A description of the work of the NAEB utilization committee, which since 1957 had been concerned with helping the classroom teacher make effective use of educational broadcasts. The author discusses demonstration kits which the committee has devised to help classroom teachers.

240. **Engar, Keith M., "Doctors Educated Via Open-Circuit TV," pp. 42-44.**

A project by Salt Lake City's KUED to educate doctors over open-circuit television is discussed. "Clinics" on various topics are presented on the ETV station at a time publicized only to the medical profession. This project is seen as a way to contribute to the postgraduate education of doctors in Utah.

241. **Greene, Hugh, and W. Robert Houston, "Project: Mathematics," pp. 45-50.**

The author stresses the value of ETV for in-service education of teachers. He thinks that the new development of videotape will make it possible to preserve these in-service programs in a library-like arrangement for loan to teachers. To illustrate these points, he treats the organization, development, content, and evaluation of a program designed to enrich the training of Austin, Texas, elementary mathematics teachers.

242. **Tomlinson, William H., "How Good is TV in Latin America?" pp. 51-55.**

Tomlinson concludes that much of Latin American television is poorly produced and in poor taste. He recommends establishment of a Mass Media Center for the Americas to train personnel in good communication practices and to help stimulate the creative resources of the people of these countries.

243. **Sheppard, Walter P., "Tape Documentaries," pp. 56-66.**

Sheppard points out that documentaries may be dramatizations or actualities or combinations of the two. The most important element in the documentary is time—time for planning, for research, and adequate on-air time to present the subject. Attention should be given to interviewing, writing, editing the tapes, and actual production. Although the tape documentary form seems simple, the author emphasizes that a well-produced documentary is the product of imagination and hard work.

244. **Houglum, Roger J., "How to Get Started in FM Radio—Part II," pp. 67-73.**

The second of a two-part series. Houglum gives specific pointers on the programming and staffing of an FM station. NAEB program sources and staff member duties are discussed. (Previous installment: No. 208)

245. **Lewis, Philip, "Projects and Products," pp. 74-78.**

This equipment summary cites the Staticmaster Record Brush as an effective answer to keeping recordings free from dust, a completely portable public address system, a test proposal for historic WHCT in Hartford (subscription television), and a new concept in over-the-floor wiring, Electriduct.

Volume 20, Number 3, May-June 1961

246. **Fredette, Albert P., "40,000-Square-Mile Classroom," pp. 1-4.**

A project undertaken by Albany Medical College, Albany, New York, used two-way radio to provide doctors throughout the state with postgraduate medical education. The program, in its sixth year in 1960, helped to solve the problems of keeping doctors up to date. (See also No. 247)

247. **Jansky, C. M., Jr., "A Comment," p. 5.**

Jansky comments on a project described by Albert P. Fredette (No. 246). The experiment used two-way radio to promote discussion and communication between instructors and the medical doctors engaged in continuing education in their profession. Jansky applauds the innovation and encourages more radio and television educational broadcasters to explore the potential.

248. **Minow, Newton N., and Abraham Ribicoff, "ETV Discussed at NAB," pp. 6-7.**

This brief article consists of quotes from talks given by Minow and Ribicoff at the National Association of Broadcasters Convention in 1961. Minow pledges FCC support for educational broadcasting and contends that ratings should not be used to gauge the success of children's programming. Ribicoff, then secretary of Health, Education, and Welfare, outlines the problem of securing funds to start ETV stations in many parts of the country and pledges that his office will work for congressional action to provide such funds.

249. Creshkoff, Lawrence, "B of E + TIO = D470," pp. 8-11.

An in-service training course, "Television in Today's World," In-Service Course D470, was produced for New York City teachers by the Board of Education and the city's Television Information Office. The course was designed to help acquaint teachers with the effects of television on society. Detailed information about the course organization and content is provided.

250. Burns, John L., "ETV: Blueprint for Action," pp. 12-18.

The president of RCA requests a concerted planning effort for the future of ETV. He wants the NAEB to mount such an effort, drawing up a plan, budget and timetable, enlisting the aid of HEW, and mounting a public relations campaign to sell ETV to the public. He estimates that with $2.5 billion, 150 new ETV stations could be started, and closed-circuit systems could be installed in every school in the country with studios, tape libraries, and classroom television receivers.

251. Brenninger, Flo Hansen, "Fresno's '21' Classroom," pp. 19-24.

A detailed look at Fresno State College's nine-semester experience with in-service training courses for teachers presented over a commercial television station. Information on programming, demographics, and student reaction is provided.

252. Simpson, Garry, "How to Choose a TV Teacher," pp. 25-30.

The author emphasizes that the good television teacher is not an actor but a professional teacher with personality and the ability to communicate through the television medium. Good speech habits are important. Simpson provides a list of specific performance hints for the TV instructor. Advice is given in selecting personnel.

253. MacKenzie, John K., "What Price Glory?" pp. 39-41.

No matter how good the television instructor is, if his production crew is not professional, the product will suffer. MacKenzie advises the setting of professional standards for ITV production personnel and specification of job titles, descriptions, and minimum levels of required education and experience.

254. Bronson, Vernon, "Frame and Focus," pp. 42-44.

A consideration of what constitutes the "public interest" in the "public interest, convenience, and necessity" criteria in broadcast regulation. An emphasis is placed on noncommercial channel allocations.

255. Petry, Thomas B., "Notes on Staging for Small Studios," pp. 45-47.

This article includes specific pointers for getting the most out of a small studio (complete with illustrations).

256. Holtshouser, H. W., "K71AU," pp. 48-52.

A rather technical discussion of the low-power translator station used by the University of Utah, Salt Lake City, to distribute televised classes to the Salt Lake Valley. The author includes detailed information on station operation, advice on obtaining a license for a similar station, and a discussion of the use of such stations for possible statewide in-school programming. (A forerunner to 2,500 mhz systems.)

257. Niven, Harold, Jr., "A Glance at ITV Research," pp. 53-57.

Niven reviews the findings of research efforts in the ITV field and concludes that televised instruction may be considered as effective as conventional classroom methods for presentation of information, especially in introductory or elementary courses, and imparting psychomotor skills. He includes a list of 13 specific conclusions.

258. Winslow, Ken, and Rudy Bretz, "Compatibility in CCTV—How Important Is It?" pp. 58-65.

A look at videotape technology in 1961. The field was fast developing at this time. Discussed in this article is the compatibility issue, an important consideration for small closed-circuit educational operations with limited equipment budgets.

259. Lewis, Philip, "Projects and Products," pp. 66-68.

A brief announcement of three new products: Rapromatic Film Processing, Hughes Aircraft Company's contour cable, and the Acousti-flex folding room divider.

Volume 20, Number 4, July-August 1961

260. Hadsell, Reign S., and Gordon K. Butts, "ETV in Teheran," pp. 1-4.

The authors describe Iran's first experiment with ETV, a course in physics presented over commercial television and aimed at those students who had failed their first year physics courses. They rate the experiment as successful, based on the number of students who were able to pass an examination after taking the televised remedial work.

261. **Breitenfeld, Frederick, Jr., "The Pedant and the Clown," pp. 10-16.**

Breitenfeld urges the use of ETV stations to further the cause of continued liberal education. He sees as obstacles to this use the attitudes of broadcasters who want to put on only popular programs, of educators who refuse to "water down" their product, and of the audience who wants to be entertained.

262. **Bronson, Vernon, "Frame and Focus," pp. 17-18.**

Bronson discusses McLuhan's *Understanding Media* and its relevance to educational broadcasting.

263. **[illegible]nter, Armand L., "The Way to 1st-Class Educational Citizenship," pp. 19-23.**

The author contends that educational broadcasters must guard against becoming mere "gadget men," concern themselves with educational purposes and values, and make technology the servant of education. He suggests that one way to further this outlook would be to establish media centers under the direction of an administrator with dean status.

264. **Iezzi, Frank, and Juergen Becker, "Eurovision," pp. 24-30.**

This article provides a comprehensive look at Europe's broadcasting network, including its history and organizations. The authors touch on its problems with technology, language and cultural differences, legal hassles, and finances. They note the type of programs presented by the network and look into the future, which they think will involve increased cooperation with Soviet bloc countries, possibly via satellite with North America.

265. **Burch, Glen, "Study-Discussion Groups Aid Adult Education," pp. 31-36.**

A project, undertaken by the Ford Foundation Fund for Adult Education, incorporated study groups with televised instruction to help further continuing education for adults. The author sees the project as largely successful and cites the adoption of its methods and materials by commercial concerns as one measure of that success.

266. **Brown, James A., S.J., "Are 'Better' Programs Shown Only During Non-Prime Time?" pp. 37-42.**

Brown maintains that so-called "better" programs (news, serious drama, and the like) are not presented just in off-hours but may be found scattered throughout the broadcast day. He concludes that commercial television is assuming some responsibility to provide viewers with quality fare and that viewers must now take the responsibility to seek out and support those quality programs that exist.

267. **Hilliard, Robert L., "Panacea for TV," pp. 43-53.**

An interesting look at university student attitudes toward commercials, programming, and public service functions of television. The young people quoted in the article offer some insights and refreshing solutions to many of the problems besetting television after its first decade.

268. **Lewis, Philip, "Projects and Products," pp. 54-58.**

The new Imperial soldering iron, the Ampex VR-8000 recorder, and G-line, a new method for transmitting point-to-point microwave, are reviewed.

Volume 20, Number 5, September-October 1961

269. **Norris, R. C., "Teaching Begins Over the Texas Microwave System," pp. 1-7.**

An overview of the organization, financing, programming, personnel, and physical interconnection of the Texas microwave network. The network was set up to connect 11 Texas colleges and universities.

270. **Handleman, Stanley, "The Silent Partner," pp. 8-10.**

This article deals with the need to involve the classroom teacher in televised instruction, both as supporter and participant. The author suggests that teachers should be trained in television methods and cites such a teacher training program at New York's Brooklyn College.

271. **Arms, George L., "Diary from Nigeria," pp. 11-21.**

In his second review of developments in Nigerian television (previous installment: No. 238), Arms includes much information on programming and details on how the Nigerians solved problems in such areas as personnel. (See also No. 379)

272. **Rosenheim, Edward, "Broadcasting as a Literary Art," pp. 22-32.**

A humorous article that pokes fun at many of the suspicions the academic community continues to harbor toward educational broadcasters. The author, a professor of humanities at the University of Chicago, points to the question of how educational broadcasting may serve art.

273. **Klasek, Charles B., "Nebraska's ETV Story," pp. 33-37.**

An Omaha cooperative program in which a local commercial station and the local ETV outlet joined together to furnish in-school programming to the area's schools.

274. **Belson, William A., "TV's Efficiency in Communicating," pp. 38-49.**

The author points out that while television has an enormous potential for communicating information, education, and selling products, the audience is often able to negate that potential. He suggests that the answer to this problem is to find out as much as possible about the audience one wants to reach.

275. **Miner, Robert A., "Technological Advances, CCTV, and Compatibility," pp. 50-58.**

A manager for the Ampex Corporation defends his company's new videotape equipment, which had been criticized because it is incompatible with older systems. He stresses that the new system represents technological innovation and compares the changes to the evolution of audio tape over the years.

276. **Skornia, Harry J., "The NAEB's Role," pp. 59-68.**

This article is an overview of the directions the NAEB should take, as seen by its former president. Skornia believes that the NAEB must concern itself with the overall quality of education and broadcasting in this country and abroad. It must not limit its actions to the concerns of American educational broadcasters.

Volume 20, Number 6, November-December 1961

277. **Welliver, Harry B., "Programming Music on an Educational Radio Station," pp. 1-4.**

Welliver sees good music programming as the heart of educational radio, and he stresses that educational "disc jockeying" is not enough to meet educational radio's responsibility. Some pointers on staging a good music show are given.

278. **Dunlip, John W., "A Telephone Survey," pp. 5-7.**

This article details the procedures and results of a telephone survey conducted in Alabama to measure the number of people who view Alabama ETV programs. The questionnaire and selected results are presented.

279. **Nolder, Don A., and James A. Fellows, "Intercontinental Classrooms," pp. 8-9.**

The authors describe the educational radio service provided to children of U. S. servicemen overseas by the American Forces Network. Selected programs and statistics are discussed.

280. **Stasheff, Edward, and Verne Weber, "U. S. TV Production Design," pp. 10-13.**

The authors abstract their article, which originally appeared in the European Broadcasting Union's *EBU Review*. It sought to acquaint European broadcasters with American television broadcasting, its structure, funding, personnel, program types, scenic designs, and production execution. The differences between commercial and educational broadcasting are emphasized.

281. **Gable, Martha A., "Operation Alphabet," pp. 14-16.**

A review of the planning, organization, content, and success of a Philadelphia project designed to help illiterate adults learn to read and write. The programs were presented in a time-slot donated by a commercial television station. Home workbook programs were coordinated with the broadcasts.

282. **Forsdale, Louis, "Is TV Accessible?" pp. 17-20.**

An educational medium is deficient to the extent that it is unavailable to the learners for use at their convenience. Forsdale rates televised instruction as deficient because the production center, not the learner, controls the accessibility to the programs.

283. **Sandefur, R. H., and William Mavrides, "'Stand By! Fade in One!'" pp. 21-23.**

This article describes the development of a closed-circuit instructional television system at the University of Akron in Ohio.

284. **Bronson, Vernon, "Frame and Focus," pp. 33-34.**

A brief evaluation of the NAEB's *Survey of the Needs of Education for Television Channel Allocations*. Bronson calls for a better understanding of the interrelationship between communication media and the teaching-learning process.

285. **Musmanno, Neal V., "Educators and ETV," pp. 35-42.**

Musmanno notes that local educators are concerned about the advent of state and national ETV networks. There is a fear that control of ETV will pass out of local hands, but the author believes that such concern is misdirected.

Volume 21, 1962

Volume 21, Number 1, January-February 1962 (Convention Report)

286. Minow, Newton N., "Our Common Goal: A Nationwide ETV System," pp. 1-9.

In this keynote address at the 1961 NAEB Convention, FCC Chairman Minow pledges support for ETV and stresses the importance of the proposed all-channel receiver legislation. He cites ETV's advantage over commercial TV as its freedom "to cater to the mass minority audience"—though it has thus far failed to educate its potential audience.

287. Stephenson, Alan R., "School Television and In-Service Teacher Training," pp. 10-15.

In his 1961 NAEB Convention speech, Stephenson discusses the use of broadcasts for teachers: reviving forgotten skills; adding to previous knowledge; broadcasting teachers' meetings, seminars, and lectures; and most importantly, training teachers in the use of television in the classroom.

288. Meierhenry, W. C., "Radio-TV and Programmed Learning," pp. 16-20.

This speech, delivered at the 1961 NAEB Convention, states the basic difference between radio-TV instruction as a *mass* teaching device and programmed instruction as an *individualized* device. The individualized learning process allows learners to set their own pace, requires overt responses from them, and provides immediate reinforcement for each response.

289. Erickson, Clifford, "Selecting the Studio Teacher," pp. 21-22.

In this outline of Erickson's convention speech, a list of criteria used in selecting Chicago's "TV College" teachers is given. It is followed by a brief description of teachers' orientation to the use of the TV medium and the steps they are encouraged to take in the preparation of a telecourse.

290. Adkins, Gale R., "A View of Radio-Television Textbooks," pp. 24-27.

An evaluative bibliography of "textbook-type materials" dealing with radio, television, and film. The review is based on the results of a survey conducted with NAEB members and college broadcasting teachers. The bibliography was compiled in an effort to determine what books should be included in basic reading lists for college students preparing for broadcasting jobs.

291. Becker, Samuel L., "New Methods for Measuring Broadcasting Effectiveness," pp. 28-34.

Becker's speech at the 1961 Convention discusses in some detail the following relatively new research ideas which could be applied to educational broadcasting audience research: an index called "TV Q," which measures the degree of enthusiasm for a program among those who are familiar with it; Benton and Bowles' "attentiveness measure"; analysis of "deviant cases"—viewers not tuning in to a program because of prior commitment to its subject or point of view; and panel analysis.

292. Wright, Kenneth D., "Broadcasting Training for Tomorrow," pp. 35-38.

Wright argues that the training of college students for work in broadcasting must include instruction in the philosophy and role of mass communication as well as preprofessional technical training.

293. Pollock, Thomas Clark, "Educational Broadcasting—Schoolroom of the Future," pp. 39-44.

Addressing the 1961 NAEB Convention, Pollock describes the social context in which educational broadcasting is found in the United States. He predicts the role educational TV and radio will play in future education will be to broaden the present pattern of the self-contained schoolroom.

294. Schmidt, Karl, "New Techniques in Radio Production," pp. 45-49.

Radio found a new format approach after its preeminence was usurped by TV, states Schmidt in his speech to the 1961 NAEB Convention. It found that it must attempt to do things that TV could not do and to reach people "in situations where TV is awkward or impossible." He discusses the potential of "dramatized actualities."

295. Fischer, William Fred, "Thoughts on Staging and Graphic Techniques," pp. 50-52.

In his speech at the 1961 Convention, Fischer comments that anything visual or aural in ETV lessons that does not aid communication is worse than extraneous. He then cites a number of production and staging devices that aid communication in such lessons.

296. Lewis, Colby, "Force in Camerawork," pp. 53-62.

Lewis discusses "the grammar of the camera" in this address to the 1961 NAEB Convention. Avoiding technical terminology and instead using analogies to written communication, he describes means of achieving forceful communication via camera work.

297. Harley, William G., "The Future of the NAEB," pp. 63-72.

The president of the NAEB urges 1961 convention-goers to eschew timidity and caution in favor of "thinking big." Harley cites the advantages of moving association headquarters to Washington, D. C.; stresses the need for a building to serve as their permanent center of research and service, with room for archives; and describes the activities which would be centered there via a plan to be developed over a ten-year period.

298. Peterson, Roger E., "FM Multiplexing—A Tool for Educational Broadcasters," pp. 73-78.

Peterson reviews FCC regulations on FM broadcasting, with particular reference to the use of FM multiplexing techniques. He describes its advantages and limitations for educational broadcasters.

299. Holtshouser, H. W., "A Low-Power, Low-Cost Educational Television Station," pp. 79-82.

Holthouser recalls how broadcasters at the University of Utah set up a low-power ETV station. Transmission costs are less than regular power broadcasting. Costs-per-student are low, especially within a limited geographic area with a dense population. The low-power station is preferred over other types of broadcast distribution systems to schools.

Volume 21, Number 2, March-April 1962

300. Skornia, Harry J., "Free TV?" pp. 1-4.

Quoting a number of publications, Skornia argues that calling TV a free commodity is economic doubletalk, in light of the costs of initial purchase, depreciation, repair, upkeep, and the hidden "TV tax" on products advertised on TV that goes for meeting the high costs of TV advertising. He points out that 50 cents of every dollar collected by broadcasters becomes profit of one kind or another.

301. Brown, James I., "Efficient Reading," pp. 5-7.

Brown describes a reading course first presented via TV to 3M employees in Minneapolis—St. Paul and later expanded into a popular community program.

302. Foster, J. Edwin, "EMC," pp. 8-10.

The functions and some future plans of the Educational Media Council are discussed by its executive director. He outlines the form and content of a proposed cross-media index of all educational materials excluding "standard printed materials" and speaks of a series of publications that will provide information on all educational media, the first of which will be a bibliography of bibliographies.

303. Marquis, Chalmers H., Jr., "WTTW Programming," pp. 11-16.

The director of programming at Chicago's ETV station reviews the purposes, sources, content, funding, and scheduling of its programming. He also discusses his expectations for WTTW's future development.

304. Tepfer, Kenneth, "Pupils in Dozen Countries Participate in Simulcast," pp. 17-19.

Tepfer describes several experiments sponsored by the French broadcasting system in which simultaneous shortwave linking of radio has been used to broadcast "multiplexes." Students in various parts of the world are able to speak to others of their activities and interests live and via tape.

305. Axford, Roger W., and Claudine F. Shannon, "William H. Lightly, Radio Pioneer," pp. 20-23.

The career and contributions of the first program director of WHA, University of Wisconsin, ("reputed to be 'the oldest radio station in the nation' in continuous operation") are described.

306. Sanders, F. Brooks, "Was It a Good Program?" pp. 25-29.

The critical evaluation of broadcast programming is discussed. Sanders presents several criteria that "spell out for us some guideposts on which we can base our theories for declaring programs and practices either 'good' or 'bad.' "

307. McIntyre, Charles J., "Compensation for Professors on TV," pp. 30-33.

The results of a brief 13-station survey regarding supplementary pay for faculty participating in television programs and faculty rights to recorded instruction used by the university are described. The author found some agreement but no fixed policies.

308. Morris, Lloyd P., "Ground-Based vs. Air-Based ETV," pp. 34-43.

Comments are made by a school board member in an effort to provide school boards with information about possibilities of airborne and ground-based ETV, the advantages and limitations of each, the possibilities for their cooperation, and considerations in financing these approaches.

309. Burke, William L., " 'The American Cowboy,' " pp. 44-47.

Burke describes the development of a series of educational broadcasts at the University of Texas on the subject of the American cowboy.

310. Head, Sydney W., "The NAEB Goes to the Sudan," pp. 48-53.

The first in a series of articles by the leader of an NAEB group in the Sudan. Head advises the Sudanese government in its program to improve the technical and programming operations of its official radio facility. He briefly describes the geographic, political, and economic situations of the Sudan, its one-station broadcasting capability, and the problems faced. (See also No. 321)

311. Evans, Herb, "A Microscope Lens for the Studio Camera," pp. 54-55.

The installation and use of the Cooke-McArthur microscope—a high-power, ultra-compact microscope adaptable to television use—are described by the chief engineer of a Miami ETV station that uses it in science and biology classes.

312. Bronson, Vernon, "Frame and Focus," pp. 56-57.

In this opinion essay, Bronson argues that instructional television is not just another audiovisual tool but a new method with techniques and procedures entirely different from the single teacher relationship of the self-contained classroom.

313. Lewis, Philip, "Products and Projects," pp. 66-70.

Lewis highlights five equipment developments: Lord's Electronics poll-supported loudspeakers, the Model D77 Dynamic Stereo Microphone set, the Dymo label maker, Teleprompter's "Communications Wall," and Switchcraft's audio module units.

Volume 21, Number 3, May-June 1962

314. Goldin, Hyman H., and Keith M. Engar, "The FCC's New Educational Broadcasting Branch," pp. 1-3.

The chief of the FCC's Research and Educational Division (Goldin) and the temporary director of the Educational Broadcasting Branch (Engar) describe the Commission's purpose in establishing the new branch. Plans and functions are discussed.

315. Weld, Arthur, Jr., "More TV Criticism, Please," pp. 4-7.

Weld suggests that serious, specific, and formal criticism of individual television programs similar to criticism of the other arts will both improve the quality of network programming and increase the number of viewers who take television programs seriously.

316. Emery, Walter B., "Newton Minow: Champion of Educational Broadcasting," pp. 8-11.

Emery gives a brief profile of the personality, background, and views of the chairman of the FCC.

317. Willis, Edgar E., "Preparing TV Teachers," pp. 12-16.

Interviews with five teachers who have given televised lessons resulted in this compilation of comments on the special importance of clarity, conciseness, and accuracy in the television medium. Suggestions for achieving these qualities are provided.

318. McArthur, John, "Col. Glenn and ETV," pp. 17-18.

Bringing to Detroit public school students the live news coverage of John Glenn's space flight is described.

319. Brawley, Harry M., "TV Workshop," pp. 19-21.

Brawley describes the content of televised courses given in 1960 and 1961 for West Virginia teachers to introduce them to the techniques and possibilities of teaching via television.

320. Finster, John W., "Sing-a-Long with Educational Radio," pp. 22-24.

A program director describes how music is taught via radio to first through fifth graders in South Bend, Indiana.

321. Head, Sydney, W., "The NAEB Goes to Tanganyika," pp. 25-28.

In the second of his articles from Africa (previous installment: No. 310), Head reports on the UNESCO conference on educational broadcasting in tropical Africa. He cites language variety and the geographic-economic difficulty of TV set distribution as major problems African broadcasters must face. In trying to help develop African broadcasting, Head comments that American ethnocentric perspectives must be replaced by the realization that "African broadcasting has to learn to be

African, and the sooner it frees itself from alien stereotypes the sooner it will progress."

322. Crane, Edgar, and Malcolm S. MacLean, Jr., "There are Five Types of ETV Stations," pp. 29-35.

Referring to a data analysis of adult ETV programs broadcast by 31 ETV facilities, the authors attempt to identify five types of stations.

323. Bronson, Vernon, "Frame and Focus," pp. 36-37.

Bronson comments on the problems of a "systems" approach when used in demonstrations of teaching through audiovisual materials. Additionally, involvement in the mechanics of AV technology should be preceded by a thorough philosophical understanding of the principles of communication.

324. Herlinger, Paul, "Live ETV Over the Commercial Station," pp. 38-43.

Citing the fact that many educational shows are lacking in professional standards, Herlinger discusses what the commercial station expects of the educator in terms of instructional programming and what the educator can expect from the station.

325. Lang, Kurt, "Reinforcement Effects of the Mass Media, pp. 44-51.

From an anthropological-sociological perspective, Lang critiques Joseph Klapper's controversial review of research into mass media effects, *The Effects of Mass Communication*. He cites the need for more interdisciplinary research into media effects on groups to complement the large amount of research into individual effects.

326. Demson, E. J., "Panic?" pp. 52-53.

A teacher describes his first TV course and lists comments from both off-campus and on-campus viewers.

327. Dalton, William, and Ed Allen, "Community Television," pp. 54-56.

A summary is given of an early 1962 survey of CATV systems, followed by a case history of the development of CATV service in Winona, Minnesota, beginning in 1958.

328. Kroll, William H., "Indiana Plans Statewide CCTV," pp. 57-59.

Kroll describes the closed-circuit instruction project at Indiana University and its expansion to reach extension students in satellite classrooms.

329. Herbst, Harvey, "In-School Programming of ETV Stations," pp. 70-72.

Herbst reviews the findings of a survey to determine the course offerings of 30 Texas ETV stations. He points out the overwhelming number of science courses and space science courses and the large number of foreign language courses for the lower grades.

330. Vincent, Harold S., and Robert Suchy, "Milwaukee Uses ETV," pp. 73-75.

The development and scope of ETV in Milwaukee and future plans for its use are discussed by the superintendent of schools and the director of ETV for the Milwaukee Public Schools.

331. Browne, John F. X., and F. M. Remley, Jr., "Television Recording," pp. 76-78.

Based upon discussions with manufacturers and users of television recorders, a technological summary and review are given for several new devices: the closed-circuit recorders operating on the helicalscan principle, a dual-speed conversion kit, and some accessories.

332. Williams, Paul B., "Panamanian Television," pp. 79-83.

Williams summarizes Panamanian TV development, broadcast regulations, equipment in use, and programming content and policies.

333. Skornia, Harry J., "Education's Place in the TV and Radio Spectrum," pp. 84-86.

Skornia's remarks are taken from his address to the Illinois State Conference on ITV. He contrasts the present favorable climate for educational broadcasting with the lack of federal support and the pressure from commercial stations in the past. He also speculates on the status of the TV and radio industry within the next ten years.

334. Lewis, Philip, "Products and Projects," pp. 87-90.

Lewis briefly examines the KRS STACT cartridge system, the Dalto Amphicon TV projector, CECO's TV wall mounts, the Multitone transistor system, and Hughes headmounted electronic viewer.

Volume 21, Number 4, July-August 1962

335. Joiner, Charles W., and Garnet R. Garrison, "ETV Moves into the Courtroom," pp. 1-5.

The associate dean of the law school and the director of broadcasting at the University of Michigan describe the closed-circuit broadcasting of actual trials in progress to give law students a grasp of the realities of the profession.

336. Bronson, Vernon, "Frame and Focus," pp. 6-7.

Bronson notes the great claims and expectations in regard to the future use of communications satellites and attempts to strike some sort of balance between what is possible in the lab and what is probable in practice. He concludes that there must be a great deal of development in the general field of electronics communication before full advantage can be taken of the use of satellites for the direct transmission of educational materials.

337. **Lynch, James E., "ETV Can Be Better," pp. 8-13.**

Lynch lists and discusses several ways in which he feels the quality of educational television programs can be improved (well-trained crews, carefully selected performers, specialization, etc.), stressing the need for continual criticism and evaluation.

338. **Hill, Beatrice H., and Frances B. Arje, "ETV Aids Rehabilitation of Ill, Aged, Handicapped," pp. 14-16.**

Executives of a rehabilitation agency—Comeback, Inc.—examine UHF TV's potential as a resource for health and rehabilitation services. In a demonstration project being conducted in New York City, a series of half-hour programs (the Comeback Club) targeted for handicapped persons encourages viewer participation, interaction, and self-improvement.

339. **Engar, Keith M., "ETV—A Vast Testland?" pp. 17-22.**

In an address given to the 1962 NAEB Region II meeting, the head of the FCC's Educational Broadcasting Branch speaks of the past and present struggles of educational TV and radio. Of current importance to educational FM stations is serving community needs as a possible license renewal requirement. Engar urges "connubial [rather] than cannibal" cooperation among institutions with licenses and asks for boldness in plans for program exchanges.

340. **Shirley, Ray, "Stereo—Yes or No?" pp. 23-26.**

Shirley lists the pros and cons of stereo broadcasting and briefly summarizes the development of FM broadcasting.

341. **Corwell, Marion, "Personalized PR," pp. 28-30.**

The chairman of the NAEB Public Relations Committee stresses the importance of public relations and its major tool, publicity. WJR, Detroit, is profiled as a good example for both successful public relations and a successful educational radio station—"undeniable proof that a quality product can sell."

342. **Strange, Bennett, "The Case for a College Wired-Wireless," pp. 31-33.**

In this address before a division of the Southern Speech Association, Strange urges the installation and use of campus wired-wireless stations to supplement broadcast curricula by providing actual production experiences for students.

343. **Iezzi, Frank, "A Wired-Wireless Operation Grows into an FM Station," pp. 34-38.**

The establishment and maintenance of a ten-watt FM station at Hofstra College are described, along with a list of advantages of ten-watt FM. Iezzi anticipated that time was short for obtaining FM channels; how long the FCC would continue to keep a protective eye on the noncommercial applicant could not be predicted.

344. **Lewis, Philip, "Products and Projects," pp. 55-58.**

Described are a new Mach-Tronics portable videotape recorder, an elementary school's CCTV system, and the RCA high resolution TV film recorder.

Volume 21, Number 5, September- October 1962

345. **Willer, Carl E., "ETV: Education's New Frontier," pp. 1-2.**

Willer notes the basic weakness of evaluations of ETV—measurement of visual learning by conventional verbal-symbol testing techniques. There is need for more basic research on the learning process. He outlines several ways to encourage such research.

346. **Hurlbert, Raymond D., "Japan Uses ETV," pp. 3-5.**

Hurlbert, a member of the NAEB Board of Directors, gives an enthusiastic appraisal of ETV in Japan.

347. **Simpson, Garry, "Why Doesn't Your School Use ETV?" pp. 6-10.**

Simpson discusses four reasons why he feels educators ignore ETV programs available to them: resentment by "old guard educators" of an "impertinent innovation"; fear of automation; unwillingness to tackle the extra administrative and equipment problems that TV use creates; and resistance of the classroom teacher due to fear of being relegated to a lesser position.

348. **Beardsley, Charles, and Robert McCracken, "WHAZ Celebrates 40th Birthday," pp. 11-13.**

This article provides a brief history and a look at the current operation of Rensselaer Polytechnic Institute's WHAZ, a station licensed in 1922.

349. **Busch, Martin P., "Music on Television—One Viewpoint," pp. 14-17.**

The author discusses the nature of musical performances and the problems posed by transmitting concerts on television: "the addition of a visual element usually not needed for perception and enjoyment of the sound." Bemoaning the distracting and extraneous cutting and closeups, etc., he lists certain shots that should be avoided and gives suggestions for staging. (See also No. 350)

350. **Herlinger, Paul, "Music on Television—Another Viewpoint," pp. 18-24.**

In responding to the Busch article (No. 349), Herlinger asks whether a televised concert can provide "any greater measure of musical experience than a concert in a hall." He feels that the visual experience when properly used can reinforce and enhance music. He examines in detail a number of techniques involved in adapting the concert hall to the TV screen.

351. **Whitaker, Walter E., "Army Teaches by TV," pp. 26-28.**

Whitaker reports on 11 years of TV use by the Army: monitoring machines, training Army doctors, viewing of field operations, bringing news and information to service people abroad, and most importantly, training soldiers.

352. **Bronson, Vernon, "Can Education Use the 2,000 mc Band?" pp. 29-30.**

NAEB's director of special projects describes the capabilities of the 2,000 mc band and urges its development for educational broadcasting.

353. **Highlander, John P., "Educational Broadcasting Needs Reappraisal," pp. 32-35.**

The author urges educational broadcasters to determine their purposes and goals, since critical self-analysis is often overlooked once a station has been established. He also stresses the importance of self-criticism and suggests several shortcomings that have hampered the growth of educational broadcasting.

354. **Holmes, Presley D., Jr., "Wayne State Carries Out a Three-Year CCTV Project," pp. 36-40.**

The research editor of the *NAEB Journal* describes a three-year TV teaching project funded by the Ford Foundation. Faculty were given total release time to develop the course programs. Classes were taught entirely by television. No conventional, non-TV sections were provided. All lectures were videotaped for subsequent playback.

355. **Bronson, Vernon, "Frame and Focus," pp. 41-42.**

Bronson suggests that the professional duty of educational broadcasters is to examine their purposes and to acknowledge the disservice done by those who take broadcasting jobs above their knowledge and experience. He also speaks of the NAEB survey report, published by the U.S. Government Printing Office, *The Needs of Education for Television Channel Allocations*, and a report published by NAEB on the *Needs of Education for the Utilization of Space Transmission Techniques.*

356. **Green, Ronald, and Howard Martin, "Who Works for ETV Stations?" pp. 43-48.**

A survey of production personnel yields data on production positions, full or part-time employment, and backgrounds and promotion of personnel.

357. **Meyer, Richard J., "'Keyboard Fun' via TV," pp. 55-57.**

Following a brief description of the University of Wichita's educational programming (on-air time given by commercial stations), a course that teaches piano students harmony and theory is discussed.

358. **Loper, James, "ETV Tape Recorders Surveyed," pp. 58-61.**

The author reports the results of a survey conducted to determine educational broadcast uses of videotape recorders. The investigation yielded information on the number and types of television tape recorders in operation, studio origination facilities, and types of ETV operation.

359. **Wilhoit, Grover C., Jr., "USIA's Television Service," pp. 62-71.**

The history, objectives, operation, programming, presentation, and "measureable effects" of the United States Information Agency's television service are discussed.

360. **Lewis, Philip, "Products and Projects," pp. 73-76.**

The author looks at Jerrold's multi-purpose tap-off system for TV/FM distribution, Hughes' dual visibility etched circuit boards, RCA's TR-22 tape recorder, and tape mobile unit, an 8 mm cine viewer, and the Termatrex computer system for information retrieval.

Volume 21, Number 6, November-December 1962

361. **Jones, Richard A., "Are We Mired in Pedantic Semantics?" pp. 1-2.**

Educational broadcasters' arguments about what to call ITV (educational television? televised education? televised instruction? instructional television?) are considered petty differences of opinion.

362. **MacKenzie, John K., "How to Improve the Quality of Telelessons," pp. 3-7.**

Recognizing that top quality telelessons cannot be produced on a shoestring budget of time, facilities, and personnel and that educators must learn what top quality ITV is, the author outlines a program to correct these misconceptions and suggests sources of funding.

363. **Donaldson, W. D., and Miriam Alburn, "MET Completes Regional ETV Programs Exchange Experiments," pp. 8-13.**

A program exchange experiment carried out by upper midwest educational stations aiming for regional interconnection showed that stations are not interested in certain types of programs. A list of standards which would give a series or program "high exchange value" is included.

364. **Bronson, Vernon, "Frame and Focus," pp. 14-15.**

Bronson discusses the need for more specialized training to overcome the present personnel deficiencies in educational broadcasting. He refers to a nationwide survey of educational television personnel being conducted by the NAEB.

365. **Herlinger, Paul, "Television Tape: Slave or Master?" pp. 16-20.**

Suggestions are given for the successful use of videotape. The author urges that live shows should not be abandoned and that in using tape, spontaneity should not be edited out.

366. **Siegel, Seymour N., "UHF Works," pp. 21-25.**

The Municipal Broadcasting System of New York City—test channel for the FCC's UHF experiment—is examined.

367. **Callaci, Charles, "A Vaster Wasteland?" pp. 26-28.**

The author cautions that poor production techniques can make ETV a vaster wasteland and calls for honest evaluations of the "abundant harvest" of dull and uninteresting performances and productions.

368. **Nestingen, Ivan A., "What's Ahead for ETV?" pp. 29-34.**

A report is given on legislation permitting the federal government to aid in construction of educational television facilities: what the legislation means, who is eligible, its impact. The author observes that the future of educational television depends upon effective use of UHF channels, improved programming, and stable, long-range financing.

369. **Cooper, Bernarr, "Criticism is Not Enough," pp. 35-37.**

In examining criticisms of broadcasting, the author suggests educators inform broadcasters of the educational needs that have not been fulfilled by the traditional system. Teacher-critics should then work closely with local stations to verify these needs and to explore ways in which the media can assist.

370. **Walcoff, Larry, "Remember Radio!" pp. 38-40.**

The author holds that, despite the stepchild status of educational radio, many in-school programs could be produced equally well on radio and in some cases better (story reading, news). He also suggests that two courses could be broadcast simultaneously by alternating radio with television on different days.

371. **Weber, Verne, and Ron Bornstein, "Staging Shakespeare on TV," pp. 41-43.**

The authors describe how the University of Michigan uses dramatic excerpts, commentary, graphics, staging, and lighting in producing a Shakespeare series for television.

372. **Kadesch, Rollen B., "Businessmen Learn Via Hagerstown CCTV," pp. 44-46.**

This article describes the collaboration of the Small Business Administration, educators, and business groups in a closed-circuit television program on management training.

373. **Franklin, Mary Anne, "Virginia Schools Use ETV," pp. 51-54.**

ETV programs in Virginia originate from a Richmond production center and are broadcast by two commercial stations. The development and extent of this coverage are described.

374. **Bohan, Robert C., "CCTV Proves Itself," pp. 56-57.**

A closed-circuit biology course for junior college students is described.

375. Gordon, Morton J., "Hawaiians Learn Better Speech by TV," pp. 58-61.

Hawaii's many linguistic influences cause special speech problems that an ETV course is attempting to remedy. Format, production problems, results, and suggestions for teaching speech via television are included.

376. Lewis, Philip, "Products and Projects," pp. 62-66.

Lewis discusses selectroslide random access projectors, a multimedia laboratory, EON Frame Line Generator, and a 2000 mgc CCTV distribution system.

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377. Combs, Bert, "Kentucky Needs ETV," pp. 2-5.

In this text of a speech delivered by Governor Combs of Kentucky, the development of a statewide educational television network is urged.

378. Lindsay, Robert, "We Must Have Responsible Broadcast Journalism," pp. 6-8.

The author hopes that broadcast journalism will "rid itself of the curse of pitchmen for 'happy' and 'good' news, delivered in gurgling capsule form" and suggests certain patterns of newscasting which should be broken.

379. Arms, George, "Diary from Nigeria: The Second Year," pp. 9-14.

In his third article from Nigeria (previous installments: Nos. 238, 271), the author updates the results of his program to help Nigerians develop broadcasting. Arms describes the training program he has helped establish and suggests that Africans must address themselves to using the medium of television for the purpose of "nation building." (See also No. 460)

380. Emery, Walter B., "The Honorable Carl Albert, Majority Leader of the House," pp. 15-17.

In a personal interview with the author, Rep. Albert briefly expresses his views on education and educational broadcasting. He supports the National Defense Education Act and the legislation authorizing the appropriation of money to assist through matching government grants the construction of educational television stations.

381. Mulford, Herbert B., "School Boards Need to Understand ETV," pp. 18-21.

School boards wonder if they are being asked to foster a national educational television system. Mulford stresses the importance of commentary interpreting and clarifying the possibilities for and ramifications of educational broadcasting.

382. Yanowski, Barbara, "The Studio Teacher's Role," pp. 22-25.

Speaking from her own experiences, the author addresses the special problems in instructional television faced by studio teachers.

383. Dieuzeide, Henri, "Notes on ETV in France," pp. 26-30.

An analysis of instructional television in France. Goals, programming, effects and experiments are among the topics discussed.

384. Bronson, Vernon, "Determining Educational Communication Techniques for Africa," pp. 31-36.

This comprehensive summary prepared by the NAEB at the request of the State Department discusses the potential of radio and television for the development of educational opportunities in Africa. An evaluative project to be conducted by the NAEB is proposed. The project would determine answers to a number of questions (listed) regarding mass media use in meeting six major African educational needs (also listed).

385. Hilliard, Robert L., "Critical Principles Applied to Radio and Television," pp. 37-41.

The author suggests directions for and questions concerning analytical principles of criticism of the mass media in such areas as culture, entertainment, and public service. He feels that "the mass media are too powerful. . .to be subjects of criticism and analysis which are abstract only."

386. **Currie, R. Hector, "Experimentalist Television Drama: Proposals for Action," pp. 42-43.**

"There is no reason," says the author, "why television should not develop a range of stylistic orders comparable to those of the theater and fine arts." He suggests "stylization" as an aesthetic mode that can be developed in television dramatic production. Currie expects, however, that its use will arouse a great deal of criticism. (See also No. 421)

387. **Berkman, Dave, "The Strange Case of Prof. Serendipity & an ETV Staff," pp. 44-49.**

This satiric piece brings to life both a bad and a good example of an ETV station producer-director. Berkman observes the ways in which each deals with a professor delivering a television lecture.

388. **Bronson, Vernon, "Frame and Focus," pp. 50-52.**

Bronson considers the semantic meaning of "good." In a second subject he discusses the importance of obtaining microwave frequencies that will guarantee the interconnection of ETV stations on an interstate or intrastate basis.

389. **Lewis, Philip, "Products and Projects," pp. 57-60.**

Lewis looks at the Syncom satellite ready for launch in early 1963. The National Instructional Television Library's new catalog of TV materials, created in cooperation with the Great Plains Regional and the Northeastern Regional Instructional Television Libraries, is discussed. A 3M overhead projector and a data transmission system are reviewed. Lewis also notes a catalog of tape recordings compiled by the NAEB.

Volume 22, Number 2, March-April 1963 (Convention Report)

390. **Bronson, Vernon, "Applying a New Communication System to Modern Educational Methods: A Case History," pp. 3-11.**

Bronson discusses physical and organizational factors involved in applying advanced educational technology to conventional methods of education in underdeveloped areas. In this paper prepared for the United Nations, Bronson specifically addresses these considerations in terms related to the NAEB plan for installing ETV in American Samoa.

391. **Schupbach, Paul, "Instructional TV Libraries," pp. 12-17.**

In this speech given at the 1962 NAEB Convention, Schupbach describes the three ITV libraries created through a pilot project funded by the U.S. Office of Education: the National Instructional Television Library, the Northeastern Regional Instructional Television Library, and the Great Plains Regional Instructional Television Library. He describes the procedures used by the latter to evaluate materials to be acquired.

392. **Jorgensen, Erling, "Midwest Project in Airborne Television Instruction," pp. 19-23.**

Based upon remarks delivered at the 1962 NAEB Convention, Jorgensen's article discusses MPATI (the Midwest Program in Airborne Television Instruction) as a distribution system. He focuses upon its development, financing, membership, technical functioning, coverage, and accomplishments.

393. **Ambrosino, Michael, "Eastern Educational Network," pp. 24-25.**

This brief summary represents an outline of a 1962 NAEB Convention speech given by the director of the Eastern Educational Network (EEN). He describes its membership, goals, and programming.

394. **Goldin, Hyman, "Educational Broadcasting Branch," pp. 26-30.**

The chief of the FCC's Research and Education Division relates in a speech at the 1962 NAEB Convention the functioning of the FCC's year-old Educational Broadcasting Branch. Its liaison, rather than research, role is described.

395. **Benjamin, Marye, "The Grant Tour: From Satellites to Saddles," pp. 31-40.**

In a conversational article taken from her speech at the 1962 NAEB Convention, Marye Benjamin talks about her experiences in broadcasting and in preparing radio and television series grant proposals.

396. **Roeth, Harold, "The New Radio Audience," pp. 41-49.**

Commercial radio broadcasters are demonstrating, according to the author in a 1962 NAEB Convention speech, that there is a "new audience" wanting informative programming presented in a lively and polished manner. Educational radio should not have to be satisfied with programming to a minority audience when this "new" mass audience has shown such interest.

397. **Quayle, Donald, "Educational Radio Network," pp. 50-58.**

In a speech at the 1962 NAEB Convention, Quayle describes the development and programming of the Educational Radio Network (ERN), a division of the National Educational Television and Radio Center (later NET). The technical and financial advantages of interconnection are discussed.

398. Harley, William G., "A Profession within a Profession," pp. 59-68.

In the keynote address at the 1962 Convention, NAEB President William Harley discusses the impact of technology upon education. He feels that despite impressive developments in electronic communication, it is the people applying technology who are most important. The development of a competent body of professional educational broadcasters, within the profession of education, is therefore essential.

399. Lewis, Philip, "Products and Projects," pp. 77-80.

Lewis examines a sound-slide projector, a 130-pound TV tape recorder, a tilted projection screen, pressure sensitive lettering and graphics, and a "demonstration center" unit for television displays.

Volume 22, Number 3, May-June 1963 (Convention Report)

400. Squier, Robert, "The 100-Mile Classroom," pp. 3-7.

In a talk at the 1962 NAEB Convention, Squier discusses the Texas Educational Microwave Project (TEMP), a demonstration project in which eleven central Texas universities share faculty resources through the use of television and a live microwave network.

401. Farley, Marguerite, "Summary of Utilization Session," pp. 8-11.

A brief summary of a session at the 1962 NAEB Convention on classroom utilization of ITV provides information on ITV's use in Philadelphia. Farley includes a list of the values of televised instruction, and a view of the role of the university in television is provided.

402. Burd, R. M., and F. M. Remley, "The Use of Space Diversity Reception for FM Program Relay," pp. 13-17.

In an address at the Technical Session of the 1962 NAEB Convention, the authors describe the FM relay system in use at the University of Michigan.

403. Parker, McIvor, "Technical Aspects of the Proposed New ETV Fixed Service," pp. 18-24.

The author, speaking at the 1962 NAEB Convention, discusses the implications of the FCC's proposed new service that would provide for the transmission of visual and aural instructional materials from a central transmitting location to fixed receiving locations (Instructional Television Fixed Service—ITFS).

404. Hobbs, Kenneth B., "Summary of Sessions on TV Teachers," pp. 26-28.

In a brief summary of a session at the 1962 NAEB Convention, Air Force TV directors and coordinators describe their methods of training television teachers.

405. Meierhenry, Wesley C., "Developments in Programmed Learning," pp. 30-35.

Speaking at the 1962 NAEB Convention, Meierhenry begins with the example of the Socratic method as the basis of programmed learning. He discusses the basic techniques and assumptions of programmed learning, gives a brief summary of different types of machines and utilizations, and considers new directions that programmed learning is likely to take.

406. Lalime, Arthur, "Grouping for Instruction—Some New Patterns and Trends," pp. 36-37.

The author describes the possibilities of individualizing the two traditional patterns of grouping students—by age or by achievement.

407. Froke, Marlowe, "Broadcasting Education: Some Problems and Practices," pp. 38-46.

Froke explains the difficulties one has in discussing broadcast education. He believes that a lack of uniformity across institutions of higher learning may be wise, and he cites the advantages of a liberal arts education for broadcast students.

408. Linton, Bruce, "Training in Broadcasting: An Overview for 1962," pp. 47-53.

In an address to the 1962 NAEB Convention, the author stresses the importance of professionalism in broadcasting.

409. Tower, Charles, "What does the Broadcaster Want?" p. 54.

Tower informed the 1962 NAEB convention-goers that broadcasters need personality, judgment and skills in oral and written communication, capacity for growth, and general background knowledge. Broadcast education needs, he feels, a clearer definition of function and purpose, a clearer distinction between skills and philosophy, and more emphasis on other disciplines related to communications.

410. Hill, Ruane (recorder), "Summary of Broadcast Training," p. 55.

Speaking at the 1962 NAEB Convention, Leo Martin commented that "the broadcaster can perhaps serve best by providing the development of skills on the job, leaving the broadcaster-educator to do what he can do best."

411. White, John F., "ETV and the Next Ten Years," pp. 57-63.

White, president of NETRC, predicts that both school and community stations will continue to thrive and will be supported by the public "if we earn their support." He feels that a new set of ETV clusters will develop as a result of common needs and predicts that before 1973 some programming will be distributed by telephone company long lines. The future role of the National Educational Television and Radio Center is noted.

412. Meyer, Richard J., "Charles A. Siepmann," pp. 64-68.

A biographical sketch of Charles Siepmann describes his accomplishments as an educational broadcasting expert, his devotion to the principle of broadcasting in the public interest, his criticisms of the broadcasting industry, and his philosophy of broadcasting and education.

413. Lewis, Philip, "Products and Projects," pp. 69-73.

Lewis cites new developments in 8 mm silent motion picture projection, automatic timing control, the Linguatron self-instructional devices, automated study carrels, and Magnavox's Visual Master 27 ETV receiver.

414. Larson, H. Eugene, "Portable Videotape Recorders," pp. 73-74.

The author provides a comparative analysis of the advantages and disadvantages of two newly introduced portable videotape recorders for nonbroadcast use.

Volume 22, Number 4, July-August 1963

415. Appy, Gerard, "NAEB and the Professional," pp. 3-5.

Appy discusses a proposed plan for restructuring the NAEB, stating both the viewpoint of those who feel that the association should function as an organization of individual professionals and those who would like to see it as more of a trade association.

416. Janes, Robert W., "Student Residence TV with Peer Discussion Leaders," pp. 6-10.

The author discusses the procedures and results of a University of Illinois ITV experiment involving an introductory social science course in which students may view the lectures either in a classroom or with a group in a dormitory, fraternity, etc.; student discussion leaders are trained by videotaped lectures to lead discussions after the lectures have been seen; television sets are employed in an "inter-nation simulation game."

417. Herlinger, Paul, "ETV and the All-Channel Law," pp. 11-16.

Herlinger discusses the probable effects of the All-Channel Receiver law signed by President Kennedy in July 1962 and explores how ETV should take full advantage of the legislation. He feels expansion into UHF channels will necessitate more cooperation among ETV stations. To meet the serious challenge to ETV stations from the many new commercial channels, ETV stations will have to make their educational programs more entertaining, personnel will need to be upgraded, and good community relations will have to be established and maintained.

418. Emery, Walter B., "E. William Henry, New FCC Chairman: An Interview and Portrait," pp. 17-22.

An interview with the 15th chairman of the FCC. In this brief portrait, Henry's personality and educational and vocational background are revealed. The chairman considers TV programming content and the FCC role to be played. The role of ETV is explored. Henry does not support FCC censorship and identifies several important regulatory issues facing the commission (space communication, all-channel receiver legislation, and international comumunication).

419. Press, O. Leonard, "Guidelines for Educational Radio," pp. 24-26.

The author feels that a lack of parameters has been responsible for broadcaster reluctance to define the function of educational radio. A national coordination effort could help in formulating such a definition. Press warns that, as with ETV, "there are so many fingers in the pie and so many trying to get in, that educational radio broadcasters must define its role effectively or risk losing the pie altogether."

420. Cusack, Mary Ann, "Why Children Watch TV," pp. 27-33.

The author compiles recent research into TV violence and summarizes the effects of TV upon child viewers.

421. Bell, Dave, "A Short Play for Two Characters," pp. 34-37.

Responding to an article by Currie on innovative ideas for TV drama (No. 386), the author describes in a humorous piece the negative reactions of a commercial station manager approached with Currie's ideas.

422. Wade, Lindy, "TV Aids the Interview," pp. 38-45.

Wade discusses the utility of television for interviews, for psychologists, job interviewers, social workers, etc. Cited as unique aides to the interview process are the ability of television to be immediate, reproducible, to magnify, juxtapose, transport, multiply, transform, and slow down. Visual *versus* verbal cues is briefly discussed.

423. Cordery, Howard L., "Visual Language: the Necessity and the Techniques," pp. 46-53.

In this article, Cordery historically summarizes the importance of nonverbal communication—from Tao and Confucius, to Bacon, to Korzybski's exposition on semantics, to Norbert Weiner's cybernetics. Television and movies are considered as wide distributors of multi-sensory messages. Educators and broadcasters are thought to be uninformed about principles of visual communication. For these two reasons, Cordery stresses the importance of instruction and training in nonverbal communication.

424. Ziegler, Michael J., "Production Forum," pp. 54-56.

Ziegler reiterates the purpose of his column: to improve communication between radio and ETV personnel, and to improve the quality of programming by discussing production techniques. In this issue of the *Journal*, he examines problems with overhead projection, video beam control, converting a camera into a hand held model, dealing with production problems where public address systems are used and dissolve visual effects.

Volume 22, Number 5, September-October 1963

425. Herlinger, Paul, "Space Education with *Captain Cosmic*," pp. 3-6.

Herlinger, producer-director at KTNT-TV, Tacoma, Washington, describes a series of aerospace programs which uses a mock-up space capsule manned by *Captain Cosmic*. This series was developed in an effort to increase knowledge about developments in the U.S. space program.

426. Dewire, Ken, "How Use of Classroom TV May Evolve in Your School," pp. 8-10.

Dewire provides information to parents and teachers regarding the costs of television and how it would develop if introduced into their schools.

427. Reed, Paul C., "Professional Organizations: An Editorial," pp. 11-12.

The writer criticizes most professional associations for being concerned primarily with their membership's size, not its composition. "For your dues," he says, "you buy the myth of being a professional." He feels that the existing organizations are useful public relations groups, but what is needed are "professional organizations whose members are qualified through education and accomplishment to join together."

428. Johnson, Barbara, "80,000 Pupils View ETV in Central Florida," pp. 13-15.

The author describes the scope, programming, and background of Central Florida Educational Television, eight months old.

429. Edelman, Robert S., "SWIETVC's Intern-Teacher Program," pp. 18-20.

Edelman describes the purposes and procedures of an intern-teacher project at the Southwestern Indiana Educational Television Center. The program is evaluated as successful.

430. Fraser, Kathryn Linde, "Music Programming with Punched Cards," pp. 21-29.

The author describes in detail a card sorting system (McBee variety), which facilitates arranging, cataloguing, and retrieving information about music and recordings. The cards are cross-referenced by punches with such entries as "Sea," "Legends," etc., when appropriate, and are coded with type of music, period, playing time, composer, conductor, and orchestra.

431. Schmid, Linda, "Teaching Art on Television," pp. 30-31.

Schmid cites the advantages of seeing art demonstrations on TV. Children are able to see many artists from widespread areas. Demonstrations can be made of artistic work in progress. Methods of creation are witnessed.

432. Hilliard, Robert, "North Carolina Uses FM Medical Conference Network," pp. 32-34.

The use of the University of North Carolina radio station for two-way statewide medical conferences is described.

433. Bell, Dave, "From Stage to Studio—A Source of Drama for Local TV," pp. 36-47.

The author suggests the potential of college and community theater groups as sources of good television drama. He describes in detail two productions, *Hamlet* and *Romeo and Juliet*.

434. Peneguy, Lou, "Public Relations," pp. 48-50.

In his column, Peneguy assembles comments on ETV public relations techniques as suggested by panelists at an NAEB regional conference.

435. Guy, John, "Nation's First 10-Watter Increases Power," pp. 51-53.

A brief history of the DePauw University (Indiana) educational radio station, WGRE, is given.

436. Marans, Gerald G., "ETV Examines Education," pp. 55-59.

The production manager of KQED, San Francisco, recounts the collaboration of the station with a Junior League group in producing a series on public education. He describes the preliminary planning of the series, selection of topics and panel members, and public response to the series.

437. **Loper, James, "Teacher + Director, Winning Team in ETV," pp. 61-66.**

The burden of presenting meaningful television communications rests in large part with the performer and the director. Loper describes the interacting roles of the two, using ETV at Los Angeles State College to illustrate his remarks.

438. **Ross, Louis, and William Mavrides, "Algebra-Trigonometry Taught by CCTV at the University of Akron," pp. 67-69.**

Administrative, technical, and instructional planning for a closed-circuit college math course is described. Utilization procedures and "effectiveness" observations are provided.

439. **Ziegler, Michael J., "Production Forum," pp. 70-73.**

In this column the creative uses of videotape recorders and the utility of styrofoam for TV staging are discussed.

440. **Lewis, Philip, "Products and Projects," pp. 74-77.**

A new zoom camera, an audio and visual data system, a 24-hour information dispensing center, an electricity training unit, TV for the blind, a class simulation training facility, and an amplifier for use in noisy surroundings are examined.

Volume 22, Number 6, November-December 1963

441. **Dudley, Bob, "Copyright Permissions for ETV," pp. 3-12.**

With the maturation of instructional broadcasting and the videotaping of programs for repeated classroom use, the rights of copyright holders must be respected by educational broadcasters. Using as examples the experiences of the Nebraska Council of Educational Television in obtaining copyright permissions, he discusses the necessity for obtaining copyright clearances, when the how to request permission, what to ask for, reasons for denials of requests, and payment of fees.

442. **Knecht, Grace E., and Robert J. Nissen, "The Schools and the TV Spectrum," pp. 13-22.**

The authors consider the problem of scarce spectrum space available to meet future demands of commercial, instructional, and noncommercial community television. The conflict between the limited broadcast spectrum and an expanding ITV service is examined.

443. **Becker, Samuel L., "The 'Meaning' of ITV: A Study of Student Expectations," pp. 25-31.**

The author faults research into student attitudes toward instructional television for not going beyond determining the degree to which students "like" or "dislike" the medium. In his own study, Becker attempted to find what attitudinal patterns are associated with favorable or unfavorable ratings of ITV. Extensive data are provided. The author speculates on the meaning of some of the conclusions.

444. **Browne, Don R., "Radio in Africa: Problems and Prospects," pp. 32-35.**

Radio broadcasting in African countries is not hampered in its development as are other projects which suffer for the lack of transportation. Additionally, in a continent where comunication is plagued by illiteracy, radio is able to speak to all. Major obstacles to radio's development must be overcome, however. These problems include the diverse African dialects, costs of radio receivers, lack of repair facilities and trained personnel, and difficulties in transmission. Recommendations to improve the situation are suggested.

445. **Summers, Robert E., "Graduate Study in Broadcasting: Dimensions and Directions," pp. 36-43.**

The multiplicity and diversity of graduate studies in broadcasting create problems in continuity for those entering the industry. Departmental chairmen are quoted on their descriptions of individual educational curricula. Executive and administrative training at the graduate level is examined. A clear trend is departmental emphasis upon communications theory and research.

446. **Bell, Dave, "Making ETV Pay," pp. 50-53.**

A former ETV program director suggests that combining ETV and pay TV along the same interconnected network would be workable because of what they have in common (an appeal to the same audiences) and what they don't (ETV has no money and pay TV has no channels). Bell discusses implications and difficulties of such a "merger."

447. **Bronson, Vernon, "Implications of Communications Satellites for Educational Television," pp. 54-59.**

Bronson briefly summarizes the development, use, and potential of experimental communications satellites. He discusses implications for international broadcasting of educational programs. The nature of the received signal would have to be changed in many areas of the world (because of scanning differences): political problems would mean that programs of educational assistance would have to be developed on a country to country basis; various language and social barriers would have to be overcome.

448. Ziegler, Michael J., "Production Forum," pp. 60-63.

Ziegler provides insight into the advisability of using gadgetry and gimmicks in ETV/ITV programming. Also discussed are methods for visualizing music for college level appreciation courses.

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449. Meyer, Richard J., "SKOL TV: Sweden's ITV," pp. 2-4.

The noncommercial Swedish system of broadcasting with its four divisions (cultural, entertainment, news, and drama) is briefly described. In-school TV use is also outlined.

450. Berkman, Dave, "About 'Science' and the Mass Media," pp. 6-9.

The author examines the inadequacies of social science methods for measuring mass media effects.

451. Norwood, Frank W., "Let's Take a New Look at Kinescope," pp. 10-12.

Despite the advent of the videotape recorder, Norwood still finds the kinescope method useful in certain situations.

452. Gray, Gordon L., "Language Laboratory Serves Announcing Course," pp. 14-24.

A professor describes in detail Michigan State University's use of a language lab for a course in TV and radio announcing. He discusses the shortcomings of the traditional one-to-one "voice coaching" system, the virtues of using the language lab, and how the course is conducted.

453. Lamb, Luke F., "Missouri Professors Devote Full Time to Recording Courses on TV Tape," pp. 29-35.

The author describes a three-year ITV project at the University of Missouri. Courses, teacher selection, and details of playback scheduling are reviewed.

454. Greene, Hugh, "Television and the Quest for a Theater," pp. 36-45.

Both the theatre as a medium of mass communication and television as theater are considered. The author discusses audiences and the effects of mass media. Neither television nor Broadway offers much hope for the "ideal theater," though TV has the potential to create an audience for "significant drama."

455. Lewis, Philip, "Products and Projects," pp. 46-49.

Videotape recorders are the lead products in Lewis' review: Britain's low cost Telcan and Sony's PV-100. The Finch Limited all transistor vidicon camera, the Tele-Beam large screen projection system, and Perma-Power's radio remote control are also discussed.

Volume 23, Number 2, March-April 1964

456. Saltzman, Stanton W., "TV Records Student Performances at University of Illinois," pp. 3-6.

The use of videotape for recording student performances in orchestral and choral conducting and in modern dance classes and its superiority over the usual audiotape recorders or mirrors are discussed.

457. Mitchell, William G., "Nonverbal Signs Affect Program Message," pp 8-17.

Visual communication by the TV teacher is discussed, both in general and in terms of such specifics as appearance, scenery, and "electronic effects."

458. Sanford, Fillmore, "Teaching on Television," pp. 18-20.

A professor associated with the Texas Educational Microwave Project (TEMP) discusses the TV medium as used for teaching. Effectiveness, and both faculty and student reactions to ITV, are explored.

459. **Siemering, William H., "Which Radio Audience—The Educated or the Illiterate?" pp. 22-24.**

The author suggests that if broadcasting truly is interested in fulfilling its social responsibilities, it will program for "functional illiterates" as well as for the relatively large percentage of the "educated." Suggestions for serving the less educated are provided.

460. **Arms, George, "Diary from Nigeria: The Third Year," pp. 25-32.**

The involvement of the Agency for International Development in establishing an educational broadcasting system in Nigeria is discussed. The administrative, organizational, and operations framework is discussed. (Previous installments: Nos. 238, 271, 379)

461. **Lewis, Colby, "Pictorial Photographing for ITV," pp. 37-45.**

The verbal assistance of the paragraph in organizing and emphasizing information can be transformed to provide similar visual assistance in TV courses. Production suggestions and examples are provided.

462. **Stone, Loren, "Community Antenna Television: Its Role in ETV," pp. 46-49.**

CATV use and potential in instructional broadcasting is described. CATV carriage of sample ETV stations is outlined, and the role of the National Cable Television Association (NCTA) is noted.

463. **Shayon, Robert Lewis, "Your Responsibilities—As Educators, As Broadcasters," pp. 50-60.**

In this keynote address at the 1963 NAEB Convention, Shayon discusses the feared potential of the mass media for psychological manipulation. Evidence that man is easily influenced is noted. He exhorts educational broadcasters to upgrade program quality and challenge the status quo perpetuated by commercial broadcasters and the educational systems.

464. **Peneguy, Lou, "Public Relations," pp. 61-63.**

Peneguy reports on the first NAEB national convention public relations interchange between stations and ETV related organizations.

465. **Smith, R. Franklin, "A Look at the Wagner-Hatfield Amendment," pp. 64-72.**

This documented article details the background to, congressional debate on, and rejection of a 1934 amendment to the Communications Act of 1934. One-fourth of all radio broadcasting facilities were to be reserved for nonprofit use. Reasons for the amendment's rejection are suggested. Subsequent events dealing with educational channel reservations are related to the Wagner-Hatfield effort.

466. **Cassyd, Syd, "An Academy—Or a Chamber of Commerce?" pp. 73-76.**

The establishment (1946-1947) and accomplishments of the Academy of Television Arts and Sciences are described by its first acting chairman. Means for improving the significance of the organization are suggested.

467. **Smagorinsky, Milvin P., and Jack B. Frank, "Production Forum," pp. 77-78.**

The advantages of integrating colored visuals into lessons taught on CCTV systems are discussed.

Volume 23, Number 3, May-June 1964

468. **Cusack, Mary Ann, "Ethic for Broadcasting," pp. 2-12.**

In the midst of the 1959-1960 TV payola scandals, Cusack conducted interviews with broadcasters, advertising and government personnel, educators, and critics. Their reactions to the scandals are quoted. Responsibility for broadcasting ethics is explored.

469. **Bell, Richard H., "Who's Taking Care of the Store?" pp. 13-17.**

The author criticizes the growing number of professional meetings that distract those attending from their job responsibilities. He suggests one large yearly meeting of all related organizations may be preferable.

470. **Meyer, Richard, "Brecht's Epic Theater Adapted for TV," pp. 18-20.**

Bertolt Brecht's theory of epic theater as it applies to television—in camera movement, close-ups, use of music, destruction of the illusion of reality—is discussed.

471. **Penn, Roger, "How You Can Modify the Image Orthicon Camera," pp. 21-24.**

Installation of an orbiting system, electronic lens caps, lens changing, and focusing systems are suggested as ways to improve the image orthicon camera.

472. **Wigutow, Charles, "CATV Can Make ETV Easier," pp. 25-26.**

The advantages of using an existing CATV system to establish community ETV are mentioned.

473. **Turnell, Elizabeth, "An NAEBer Visits the French Broadcasting System," pp. 28-33.**

This conversational article relates Turnell's impressions of the personnel, production methods, and programming of Radiodiffusion Francaise.

474. **Cumming, John, and Richard Burke, "Teaching History on Television," pp. 34-36.**

The Central Michigan Educational Television Council series on state history is reviewed in its teaching method and use of local resources.

475. **Bell, Dave, "Directors Who Don't," pp. 37-39.**

The shortcomings of many television directors (as observed by the author) are described.

476. **Hayt, W. H., Jr., "Notes on Achievements and Limitations of ETV," pp. 40-46.**

Use of ITV for teaching electrical circuit theory and radio astronomy are described. Student reactions and the disadvantages of the TV medium are discussed.

477. **Miles, David, "A Study Tourist Looks at U.S. ETV," pp. 47-62.**

The organizer of school broadcasts for Nigeria provides a detailed evaluation of ETV use in the United States. Reviews of 21 specific courses are included.

478. **Hight, William C., "WMUK - FM Studies Its Audience," pp. 63-68.**

The desirability of audience surveys in supplying listener feedback is cited by the author. The survey methods of a Michigan FM station are described.

479. **Pot, Andries, J., "Remarks on a Visit to U.S. Educational Radio," pp. 69-72.**

A Dutch broadcaster briefly relates his impressions of U.S. educational radio and suggests that news coverage be expanded.

480. **Greenhill, Leslie P., "Penn State Experiments with Two-Way Audio Systems for CCTV," pp. 73-78.**

The development of and improvements in audio intercommunication systems at Penn State and the advantages of such systems are described.

481. **Crane, Edgar, "It's Time to Study the Audiences of Educational Broadcasting," pp. 80-87.**

The necessity for audience surveys and how to avoid their shortcomings are discussed.

482. **Ziegler, Michael J., "Production Forum," pp. 88-92.**

Reflecting on the forward outlook of the 39th Annual NAEB Convention, Ziegler calls upon fellow production specialists to set high goals and make 1964 a year of production advancements. Citing examples of the kinds of quality efforts being made, he recognizes Ron Valley of WHA, Ken Murr at St. John's, Dave Herman at the University of Minnesota, Bill Hight of Western Michigan, and Ray DiMeo of Penn State.

Volume 23, Number 4, July-August 1964

483. **Stasheff, Edward, "Maintaining Good Working Relationships Between Producers and Engineers," pp. 2-10.**

Sources of friction between engineers and producers are discussed. Specific problems encountered in broadcast, closed-circuit, and student-integrated operations are cited.

484. **Bannerman, R. LeRoy, "Creativity in Radio," pp. 11-15.**

A radio-TV professor believes there is a "discriminating audience" responsive to radio's "artistic potential." He cites technical advantages that make quality production much easier than in the past. Competition for artistic endeavors in radio is considered almost nonexistent.

485. **Browne, John F. X., and John B. McArthur, "Receiving TV in the Classroom," pp. 16-17.**

The authors report on the method used by the Detroit Public Schools to test the picture area transmitted to individual classroom TV monitors. The data were used to prevent the "cropping" of visuals in the production studio.

486. **Loney, Glenn M., "Radio Sweden: Education and Entertainment," pp. 18-23.**

The programming, financing, and management of Radio Sweden are described.

487. **Holmes, Presley D., Jr., "Electron," pp. 24-28.**

A dialogue between Socrates and "Electron," a slang-spouting announcer who makes Cadillac commercials, draws a parallel between the advertiser and the politician.

488. **Norris, R. C., "ITV Comes to Monterrey, Mexico," pp. 29-32.**

A joint ITV project between the Instituto Technologico de Monterrey and the University of Texas is described. Texas Educational Microwave Project (TEMP) videotapes are redubbed with Spanish narration.

489. **Lindsay, Robert, "What Will the Satellites Communicate?" pp. 37-44.**

The necessity to articulate policies and priorities for what will be broadcast via satellites is emphasized. The gap between technological advances and cultural lags must be closed. Lindsay also criticizes certain defects of the Communications Satellite Act of 1962.

490. **Aleinikoff, Eugene, "Notes on the Copyright Law," pp. 45-46.**

The general counsel for NET provides a very brief and basic review of copyright legislation and notes the hardships educational broadcasters will face if no longer allowed their special nonprofit status in using copyrighted materials.

491. **Bretz, Rudy, "How to Prepare an ITV Lesson," pp. 47-54.**

The author examines the steps involved and the time devoted to the preparation of instructional television lessons. He cites the need to fully support ITV teachers in their preproduction preparation.

492. **Kassens, Harold, "New FCC Logging and Operator Rules," pp. 55-58.**

The assistant chief of the Broadcasting Facilities Division of the FCC specifies new logging rules, the requirement for daily weekday inspections, and new operator qualifications.

493. **Phillips, C. D., "Radio Broadcasting in Sudan," pp. 59-63.**

The status of radio in Sudan, its facilities, personnel morale, programming, broadcasting methods, advertising, and educational programs are described.

494 **Siemering, William H., "Why the Academic Community Does Not Accept the Educational Broadcaster," pp. 64-68.**

The problem of the educational broadcaster's position as a "nonacademic specialist in a community of academicians" is analyzed. Means for improving the situation are suggested.

495. **Ziegler, Michael J., "Production Forum," pp. 69-75.**

Ziegler reviews the past year as presented in his column and reports comments made on the use of visuals, lighting for TV, and microscopic magnification possible only with a TV camera lens.

496. **Lewis, Philip, "Products and Projects," pp. 76-80.**

Lewis reports on a multiple response system, the Stenomatic Lab, Bell Telephone's business communications seminar facilities, the Fairchild/Winston VTR, and ITT's Videx system.

Volume 23, Number 5, September-October 1964

497. **Siepmann, Charles A., "What is Wrong with TV—and with Us," pp. 4-14.**

Siepmann notes that the interests of the public are not the same as the "public interest" broadcasting has been charged to serve. He identifies certain public needs which he feels can be served and asks who should be responsible for determining the public interest. His critical view of television is reflected.

498. **Lewis, Colby, "Television Camera Blocking for a Scene from 'Mister Roberts,'" pp. 20-34.**

To help improve noncommercial television drama production, the author presents a detailed account of blocking methods used in recording commercial television drama.

499. **Bronson, Vernon, "ETV Needs More Trained Personnel," pp. 35-38.**

The director of the NAEB's Office of Research and Development reports on the NAEB study of ETV personnel. Serious shortages of adequately trained staff were revealed.

500. **Cutler, Bruce, and Richard J. Meyer, "Presenting Poetry on Television," pp. 40-43.**

The authors describe ITV presentations of poetry readings and courses at the University of Wichita.

501. **Berkman, Dave, "Is 'Production' Overemphasized in Broadcast Studies?" pp. 44-51.**

A study conducted by the author indicates an imbalance in undergraduate broadcasting curricula, weighted by an "overemphasis on production courses and a lack of concern for media influences and responsibilities."

502. **Ziegler, Michael, "Production Forum," pp. 52-56.**

Topics include course development, teaching of science to elementary students, TV library organization, methods for slide presentations, and radio soap operas.

503. **Turnell, Elizabeth, "Diary of a BBC Observer," pp. 57-65.**

Turnell chronicles her impressions of the BBC through meetings held with producers and directors. A list of publications describing the BBC operations is provided.

504. **Burke, John P., "Public Relations," pp. 66-68.**

Burke shares promotional fundraising techniques (culled from correspondence with twenty ETV stations). (See also No. 509)

505. Lewis, Philip, "Products and Projects," pp. 74-78.

Lewis reviews a number of equipment innovations, including new TV receiver mounts, Kodak slide projector developments, low-cost VTR's and 12-channel ETV coaxial cable.

Volume 23, Number 6, November-December 1964

506. Loney, Glenn M., "Swedish School Broadcasts," pp. 3-9.

Loney cites Sweden's relative homogeneity as an aid to planners of educational broadcasts in that country. He describes program planning and content, reactions to ETV use, expenses, and several programs of Swedish ETV.

507. Carr, Peter, "Teaching Mythology and Folklore on Television," pp. 11-15.

Carr relates his experiences in producing a CCTV instructional series for a course in folklore and mythology at Long Beach State College.

508. Skornia, Harry J., "Will the Citizen of 2064 Need to Read and Write?" pp. 16-28.

The former president of the NAEB calls for the integrated development of radio, TV, and film for educational purposes. The media should be treated as "new learning instruments rather than as extensions of print media or in patterns of use set for them by sales and entertainment use." He suggests numerous areas requiring further research.

509. Blakeman, David A., "Public Relations," pp. 29-31.

Blakeman responds to John Burke's public relations column (No. 504). He reports on a survey concerning public relations operations of ETV stations. A far less optimistic situation is represented.

510. Cordery, Howard L., "Writing with the Camera," pp. 32-43.

The author of *The Language of Visual Communication* discusses new dimensions added to communication by motion pictures and television. The discovery and development of these dimensions by Méliès, Porter, and Griffith are described.

511. Barnhart, Lyle D., "One-Minute Spots Can Be Effective," pp. 49-52.

A discussion of the advantages and production ease of one-minute radio spots used for public service messages. Sample scripts are provided.

512. Henderson, John, "Using Mirror TV to Teach Speaking," pp. 53-56.

The videotape recording of student performances in Purdue speech classes is described. Student and teacher responses, various advances in displaying facets of visual communication to the speakers, and the procedures employed in videotaping are considered.

513. Kepler, Luther F., Jr., "A Committee on Educational Television Offers a Gift for the People," pp. 57-63.

A parody of ETV programming decision processes points out the limitations of "ETV programming by academicians-turned-Susskind and producer-turned-Huxley."

514. Wylie, Donald G., "Twenty Years of Airborne TV," pp. 70-76.

Wylie, associated with the Midwest Project on Airborne Television Instruction, reviews the 20-year history of airborne television and focuses on the role of the FCC in its development.

515. Ziegler, Michael J., "Production Forum," pp. 77-82.

Ziegler reprints a paper by Colby Lewis concerning production criteria for ITV. Specific elements within the production process are outlined and recommendations for quality production are identified.

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Volume 24, Number 1, January-February 1965

516. **Cole, Roger L., "European Radio Drama Still Lives," pp. 3-9.**

The flourishing state of European radio drama is discussed, with special emphasis on its status in Germany. Lists of the Prix Italia winners for the most outstanding radio dramas of the year and prominent radio playwrights throughout the world are appended.

517. **Francello, Joseph A., "Putting the Family on Television," pp. 10-12.**

The taping of an ITV broadcast moderated by a sociologist interviewing a family about family life and relationships.

518. **Crawford, Robert P., "An Interview with an Education Officer of a British Independent TV Company," pp. 13-19.**

"One of the unique features of British educational television is that the independent commercial companies usually have a full-time education officer who plays an active role in promoting the use of in-school and adult education programs produced by the companies." An interview with one of these officers compares British and American educational television operations.

519. **Hewitt, Clive L., "Reflections on ETV—from North Carolina," pp. 20-24.**

ETV experiences at North Carolina State University are discussed in the following three areas: the common nature of educational and commercial broadcasting; audiences for ETV; and the desirability of research groups who determine cultural, economic, and social community needs to be met by the broadcaster.

520. **Kahn, Frank, "Compensation of Faculty Engaged in ITV," pp. 29-37.**

The author provides an historical review of policies and practices regarding payment of radio-TV lecturers since the 1930s. He suggests that a coherent policy is lacking because no central authority exists. The individual policies of such organizations as NEA, ACE, NAEB, JCEB, NET, AFTRA, and AAUP, contribute to the "'crazy quilt' pattern of policymaking currently in effect." Kahn anticipates an evolving conformity to faculty compensation in the future.

521. **Hagen, C. B., "Copyright and the Threat to Fair Use of Sound Recordings," pp. 43-71.**

Implications of copyright law revision regarding library, educational, and private use of sound recordings are discussed from the perspectives of the educator and the recording industry. Various aspects of copyright use are analyzed. The German laws are briefly explored.

522. **Ziegler, Michael, "Production Forum," pp. 72-76.**

Papers and discussions from the October 1964 NAEB Convention session for producer-directors are reviewed. The role of the professional producer-director is discussed.

Volume 24, Number 2, March-April 1965

523. **Press, O. Leonard, "Please Don't Feed the Monkeys! or Is That a Reason to Go to College?" pp. 3-6.**

Student broadcast education at the university level should not only provide training in production methods but should also foster insight into aesthetics and encourage a critical evaluation of the medium.

524. **Brady, Thomas A., "ITV: Some Curent Rights Problems," pp. 8-11.**

An administrator's view on faculty compensation for TV teaching.

525. **Burke, Richard C., "Teaching PE with Television," pp. 13-14.**

The development of televised physical education lessons for elementary school students in Michigan is described.

526. **Keppel, Francis, "ETV's Promise Still to Come," pp. 15-20.**

The U.S. Commissioner of Education explores several problems faced by ETV: misunderstanding due to myths about ETV; acquisition and disbursement of monies; and unimaginative uses of the medium.

527. **Strimel, George H., "International Educational Broadcasting: Indiana University's Training Program," pp. 21-24.**

An international training program in broadcast education in briefly described. The program (in its third year) is a joint effort of the Audiovisual Center and the Department of Radio and Television at Indiana University.

528. **Myers, Lawrence, Jr., "International Educational Broadcasting: Some Notes on the Syracuse Training Program," pp. 24-25.**

The author outlines Syracuse University programs for training foreign broadcasters: a nondegree broadcasting program responsive to the special needs of emerging nations, and a contract program with the Department of State where an annual four-month seminar assembles professional broadcasters from various countries.

529. **Bystrom, John W., "Untapped Financial Resources for Educational Broadcasting: Service for All," pp. 26-34.**

The assistant to the Undersecretary of HEW discusses numerous ways in which broadcasting can serve community needs. He urges educational broadcasters to aid public service agencies "to build special audiences which can provide for public service agencies the opportunity to extend their services."

530. **Yourman, Edwin, "Untapped Financial Resources for Educational Broadcasting: Programs Adminstered by HEW," pp. 34-40.**

How educational broadcasters can be of assistance to the six constituent agencies of HEW is specified. Yourman points out that 90 percent of federal financing is available for community action programs.

531. **Taverner, Donald V., "Public Service Productions by WQED-WQEX," pp. 41-42.**

Citing two Pittsburgh ETV stations' long experience in producing public service programming, the author suggests means for securing public agency support.

532. **Smith, Robert D., "WETA Participation in HEW Projects," pp. 43-45.**

The director of programming and special projects for Washington D.C.'s ETV station describes its projects in health, education, and welfare. Funding sources are noted.

533. **Eyde, Kay, "Satellites and International Televison," pp. 51-60.**

The development of satellites and their future as a means of international communication are discussed. The author cites factors favoring "global TV" and the barriers to be overcome, e.g., linguistic, technical, economic, and political.

534. **Roehl, Clayton A., "Teaching Speech with Television," pp. 61-63.**

The author describes Central Michigan University's experiences in teaching speech via TV.

535. **Emery, Walter B., "Broadcasting Rights and Responsibilities in Democratic Society," pp. 72-84.**

Prefacing with an explanation of his concept of ideal government in a democratic society, Emery reviews the excesses of radio's early days. Media regulation, the FRC, the FCC, and the Communications Act of 1934 are discussed. He denies that present FCC policies and regulations constitute censorship and considers the rights and responsibilities of broadcasters and the public.

536. **Lewis, Philip, "Products and Projects," pp. 85-92.**

Lewis reviews the Setchell-Carlson "Educator" TV, the Monitor Teletest study carrels, a desk/overhead projector system, a technicolor viewer, the GE high-gain zig-zag panel UHF antenna, the Apollo overhead projector, and the Ampex ¼" VTR.

Volume 24, Number 3, May-June 1965

537. **Nelson, Harold E., "Educators and Commercial Broadcasters Should Join Hands in Research," pp. 3-6.**

Proposing that educational and commercial broadcasters cooperatively conduct research in areas of common concern, the author suggests possible topics for investigation.

538. **Clark, Kenneth R., "Ten Watts Searching for an Audience," pp. 8-12.**

An ex-ABC producer turned ten-watt FM station manager describes his station's efforts in cultural and educational programming.

539. **Kolade, Christopher, "Hagerstown and Nigeria Cooperate in ETV Project," pp. 18-21.**

A program director with one of Nigeria's four TV stations describes ETV in his country. Under examination is an Agency for International Development project with the Hagerstown, Washington County, Maryland, closed-circuit ETV system, where Nigerian broadcasters are advised on improving their educational programming.

540. **Highlander, John P., and Donald Klopf, "Hawaii's Broadcasts Offer Programs in Several Languages," pp. 22-28.**

The status of broadcasting in Hawaii as a primary means of inter-island unity is described in terms of foreign language broadcasting to the islands' ethnically diverse audiences.

541. **Ballard, William J., "Teaching Managers by Television," pp. 29-30.**

Videotaping business executives for professional evaluation of presence and performance during simulated work situations is described.

542. **Hawes, William, "How to Present a Good Discussion Program," pp. 31-40.**

Various components critical to the success of television discussion programs are presented. Included in the review are guest selection and handling, the moderator, script, atmosphere, rehearsals, and technical aspects of production.

543. **Warfield, J.W., "Producing Live TV Drama," pp. 41-43.**

The author suggests reasons for the demise of drama on commercial TV and describes Wayne State University's efforts in drama production.

544. **Siebert, Fred S., Donald G. Wylie, and Thomas F. Baldwin, "Using Copyrighted Material for ITV," pp. 44-47.**

This brief article provides a table citing when permission for ITV use of copyrighted material is required. Information on the status of copyright law as it applies to educational broadcasters is summarized.

545. **Allen Gerald L., "ETV Stints on News," pp. 48-50.**

The news director of KUSU-TV, Utah State University, summarizes the results of a survey studying news programming by ETV stations. Allen suggests that news shows of various kinds can be a great asset and urges the development of more news programs.

546. **Schwarzwalder, John C., "Myths of Educational Television," pp. 51-60.**

The author discusses "the ETV poverty myth," the "myth that skillful ETV production increases learning," and the myth that there is a valid distinction between ETV and ITV. (See also No. 555)

547. **Becker, Samuel L., "Patterns of ITV Utilization in English Schools," pp. 69-83.**

Use of ITV in Great Britain is described in depth. Major differences between English and American ETV systems are discussed in addition to equipment used, program utilization, and student/teacher response to ITV use.

548. **Risse, Joseph A., "Marywood College Uses a Mobile TV System for Training Teachers," pp. 84-88.**

Problems in the teacher-trainee program at Marywood College have been lessened by the introduction and use of videotaped presentations.

Volume 24, Number 4, July-August 1965

549. **Campbell, Rex L., "An Interconnected Network for Educational Radio?" pp. 3-8.**

The director of radio and television services for the University of Utah discusses the benefits of live radio networking (both closed-circuit and open-circuit) for educational radio.

550. **Hungerford, Arthur, "Let's Use TV to Provide First Class Education," pp. 10-12.**

The enrollment problems and deficiencies of college credit courses televised to home-viewing audiences are discussed. Recommendations for improving the academic value of the TV lessons are provided.

551. **Bell, Richard H., "Why NAEB Individual Membership?" pp. 14-17.**

The advantages of individual membership in the NAEB are cited. Such services and functions as information exchanges, conferences, seminars, and workshops are mentioned.

552. **Sabik, Stanley, "Presenting News for Children on Radio," pp. 18-22.**

Under discussion are the format and utility of a weekly 15-minute news radio broadcast targeted for in-school use by fifth and sixth graders.

553. **Cassyd, Syd, "The Battle Continues for European Color Standards," pp. 23-26.**

Attempts to set common color standards among European countries is hampered by economic pressures and national jealousies.

554. **Witherspoon, John P., "ECS Offers Educational Networking," pp. 27-30.**

The director of the NAEB Educational Communication System project reports that an interconnected network is well within existing technical, creative, and administrative skills. He recommends a multi-purpose communication network rather than a program exchange distribution system.

555. **Breitenfeld, Frederick, Jr., "ETV Myths Revisited," pp. 32-37.**

The director of an NAEB-ETS study of long-range financing takes exception to statements made by John Schwarzwalder (No. 546) regarding the financial position and learning effectiveness of educational television.

556. **Sims, Ward L., "Teaching Science Methods with Television," pp. 38-40.**

Using closed-circuit TV to provide live demonstrations in a science methods course is described.

557. **Stephenson, Alan R., "Translator Tribulations," pp. 45-47.**

Stephenson discusses the advantages of TV translators for expansion of ETV signal coverage. Technical and installation considerations are related. Public relations and information campaigns are considered necessary for successful signal penetration into a new area.

558. **Koenig, Allen E., "A History of AFTRA," pp. 48-58.**

This historical overview chronicles the rationale behind and organization of Television and Radio Artists (AFTRA). The original American Federation of Radio Artists (AFRA) was chartered in 1937.

559. **Schlaak, Otto F., and James C. Wulliman, "Our ETV Color Formula Works!" pp. 63-67.**

Representatives from WMVS-TV in Milwaukee describe how the station converted an obsolete flying spot scanner to allow full color ETV broadcasts. The instructional advantages of color broadcasts are explored.

560. **Figueroa, Frank M., and Ralph L. Smith, "Training Teachers with Television: A Foreign Language Project," pp. 68-70.**

Televised foreign language courses are used to develop utilization skills for education students engaged in practice teaching.

561. **Bretz, Rudy, "Closed-Circuit ITV Logistics—Comparing Hagerstown, Anaheim & Santa Ana," pp. 71-85.**

The author suggests that "only three school districts . . . operate closed-circuit instructional television 'systems' in the full sense of the word": Anaheim, California; Santa Ana, California; and Hagerstown, Maryland. He describes the permanent and well-established position of each system while comparing their programming policies, production methods, personnel, physical plants, and finances.

562. **Rodina, Marcello, "TV as a Social Reality," pp. 86-93.**

The president of the European Broadcasting Union and *Radiotelevissione Italiana* discusses the function, influence, and societal responsibilities of television. The functions and services of several European broadcasting systems are also mentioned.

563. **Lewis, Philip, "Products and Projects," pp. 94-100.**

New equipment described includes: Viktor's Electrowriter Remote Blackboard, Ampex's Videofile, EDL's Learning Stations, Kodak's Carousel Projector (AV 900), and Pulsematic's tape cartridge sound unit.

Volume 24, Number 5, September-October 1965

564. **Johnston, Roy J., "NAEB ITV Conference Analyzed," pp. 2 ff.**

Attendance at the NAEB third annual conference on ITV and responses to a questionnaire concerning future conference planning are analyzed.

565. **Larsen, Robert L., and David M. Davis, "The Television Producer," pp. 3-6.**

The authors describe the ideal television producer, the responsibilities, and the advantages of separating the functions of director and producer.

566. **Griffith, Barton L., "Types of Programs Carried by 23 University and College ETV Stations," pp. 8-12.**

The results of a survey of 23 college ETV stations provide programming and scheduling data.

567. **Harney, Gregory G., "The Television Director," pp. 14-16.**

Harney discusses problems and shortcomings of ETV directors and compares them with their commercial counterparts. He bases many of his perceptions on personal experiences gained in the top production post at WGBH-TV.

568. **Esslin, Martin, "Radio Drama," pp. 17-23.**

The popularity of radio drama in Great Britain and the operation of the BBC's radio drama department are discussed in depth by one of its directors.

569. **Goodwin, Roger E., and Rodney D. Chipp, "How to Obtain the Best TV Design," pp. 30-32.**

Purchasers of equipment for ETV stations are advised to consult engineers independent of any equipment firms in order to ensure the best equipment recommendations.

570. **Eshelman, David, "About College FM Stations," pp. 33-42.**

The author discusses data from his survey of 50 college educational FM stations. Information on equipment, management, programming, and finances is reviewed.

571. **Smith, Raymond L., "TV as a Private Tutor: A Look Ahead to 1975," pp. 43-45.**

The director of instructional television, KQED, San Francisco, predicts the demise of books and the rise of videotape applications in the future. He foresees improved programming quality despite present lack of imagination and foresight.

572. **Hungerford, Arthur, "Who Says the Advertiser Must Pay All?" pp. 46-48.**

Although cable TV costs viewers money, so-called "free TV" isn't free either, Hungerford points out. He states that in their support of CATV systems, audiences are demonstrating their willingness to pay more money for better service.

573. **Parke, William E., Jr., "Teaching with Television: Music Appreciation," pp. 49-55.**

Complementing a typically "aural course," such as music appreciation, with appropriate TV visualization is described. Many examples are given.

574. **Vonier, Sprague, "Television: Purveyor of Parables," pp. 56-63.**

The author indicates that television builds a common perspective for nearly everyone in the United States and for larger numbers of internationals who see American-made TV shows. Television can distort and exaggerate, but its stabilizing effect is considered beneficial. It is the task of television, Vonier states, to "provide the perspective of reality and truth along with a diet of popular parables."

575. **Brill, Jay M., "Testing via Television," pp. 66-70.**

Most academic examinations for material presented via ITV are standard printed exams, but the author describes one school system's use of television to present test questions more effectively than possible on the printed page.

576. **Casmir, Fred L., "Lee Harvey Oswald and Radio and Television," pp. 71-83.**

Under examination is a survey of opinions on the influences exerted by radio and television in the case against Lee Harvey Oswald. The respondents—lawyers, law enforcement experts, and broadcasters—reveal factors which produce friction between news media and the legal profession. A "Guide to Bar-Press Relations" prepared in Massachusetts is appended.

577. **Averson, Richard, "We Need a Formal Course in the Mass Media," pp. 89-96.**

Despite the volume of research in the social effects of mass media, the author charges that formal academic courses in mass media and society are missing. Television teaches a curriculum apart from that of the classroom, just as movies did in the 1930s and 1940s. Media criticism should not be equated with the analytical style of literary criticism. This ignores a "complex socioeconomic machinery by which the audiovisual product is shaped and received."

Volume 24, Number 6, November-December 1965

578. **Selby, Stuart A., "Pre-College Students Should Study TV," pp. 3-8.**

The author recommends media study in high schools and provides a detailed plan for a course on television.

579. **Franceschi, Duane, "'Call Your Doctor' Boosts ETV Audience," pp. 16-17.**

The author describes a type of program which provides a public service, is popular, and easy to produce. A medical call-in show staffed by a host and a number of doctors is described for the WFSU-ETV market in Tallahassee.

580. **Schmitthenner, Hansjorg, "Radio Drama History," pp. 18-23.**

The development of radio drama as a form "conceived and intended exclusively for the ear" is discussed in Part I of Schmitthenner's two-part article. The aural drama of the 20th Century has been recreated through radio, he postulates. (See also No. 647)

581. **Caton, Chester F., and George K. Feather, "Teaching Speech with Television," 24-26.**

The authors describe the use of television at the Air Force Academy for videotaping and playing back cadet speeches in public speaking classes.

582. **Carpenter, C. R., and R. N. Willis, "Barriers to the Use of ETV and ITV," pp. 27-33.**

The authors briefly review three phases in the development of ETV/ITV and discuss erroneous assumptions regarding ETV financing, why ITV is not adequately used (with suggestions for research into the problem), and barriers to effective ITV/ETV use.

583. **Boone, John R., and Richard A. Hauser, "Teaching to Teach, Through TV," pp. 34-37.**

The problem of having more student teachers observing an actual classroom than students present in the room can be alleviated by using television to record the class and example-teacher at work. Advantages to this observation method and production considerations are discussed.

534. **Forsythe, Richard O., "Radio Research," pp. 38-47.**

The status and scope of research in radio and educational radio are discussed.

585. McIntyre, Charles J., "Applying Learning Theory to Televised Instruction," pp. 54-70.

The author explains Stimulus-Response formulation as a very successful theory of learning and, working from that base, discusses what it suggests for production and utilization of televised learning. Comments by Leslie P. Greenhill, William F. Seibert, and Barton L. Griffith follow the article.

586. Lewis, Philip, "Products and Projects," pp. 71-74.

Lewis discusses the Norelco Table-Top video recorder, Vega Electronic's Automatic Volume Control for PA systems, the Beseler Teaching Center, the high-definition CCTV system in use in Chicago, and Westinghouse's teacher-center CCTV package.

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Volume 25, Number 1, January-February 1966 (Convention Report)

587. Cohen, Wilbur J., "Educational Broadcasting and the National Purpose," pp. 2-8.

In his keynote speech at the 1965 NAEB Convention, the Undersecretary of HEW discusses ways in which educational broadcasters can fulfill their responsibilities to improve the welfare of Americans.

588. Harrington, Fred, "The Responsibility of the University in Serving the Community," pp. 10-15.

The president of the University of Wisconsin speaks to the 1965 NAEB Convention about federal programs which aid university programs providing public service.

589. Cleveland, Harlan F., "The Broadcasting of World Politics," pp. 24-32.

Cleveland, the U.S. permanent representative to NATO, speaks in general of the role of the communications industry in promoting understanding of world politics.

590. Henry, E. William, "A Panel Speaks on Public Affairs Programming," pp. 33-36.

The chairman of the FCC assures educational broadcasters that there is a large audience for public affairs programming. Such programming, he says, should not be treated as a "painful duty . . . to please the regulatory grandmother."

591. Laurent, Lawrence, "A Panel Speaks on Public Affairs Programming," pp. 37-40.

Reporting to the 1965 Convention, the *Washington Post* media critic warns that "the fanatics of the right and the sly persuaders of the left" are filling the vacuum left by the abdication of responsible people from public affairs programming.

592. Humphrey, Hubert, "Remarks to the Convention," pp. 41-49.

Vice-President Humphrey speaks about educational broadcasting's relationship to commercial broadcasting, the Ford Foundation's contributions, the commitment of the Johnson Administration to education, and the support provided educational broadcasting by the government.

593. Shayon, Robert Lewis, "A Panel Speaks on Public Affairs Programming," pp. 50-53.

The radio-TV critic of the *Saturday Review* warns educational broadcasters at the 1965 Convention of the dangers associated with becoming part of the "establishment."

594. Robertson, James, "A Panel Speaks on Public Affairs Programming," pp. 54-58.

The general manager of KCET discusses practical difficulties encountered in producing public affairs programming.

595. Udall, Stewart L., "We Start with Education to Make a More Livable America," pp. 59-66.

The Secretary of the Interior speaks to the 1965 NAEB Convention about funding for educational television, the ITV project carried out in Samoa by his department, and the programs of the Johnson administration to make America "more livable."

596. Berkman, Dave, "Is Educational Broadcasting Segregated?" pp. 67-70.

Having returned from the 1965 Convention, the author comments on the scarce numbers of Blacks at the meeting and in educational broadcasting.

597. **Lewis, Philip, "Products and Projects," pp. 71-74.**

Lewis describes the following pieces of equipment: Diamond Electronics' Silicon-Transistorized Viewfinder Camera, Zenith's Solar-Powered Receiver, a Limitimer for public speakers, a Westinghouse system that plays TV from a phonograph record, and 3M's background music system (Cantata 700).

Volume 25, Number 2, March-April 1966

598. **Mott, Robert A., "Some Disadvantages of a Live Radio Network," pp. 2-6.**

Three disadvantages of radio interconnection are discussed: financing, geographical imbalances, and problems involved in live network programming.

599. **Meyer, Richard J., "M. S. Novik: Radio's Conscience," pp. 8-12.**

The contributions this pioneer has made for educational broadcasting are described.

600. **Johnson, Bettye U., "Future Student Teachers Observe Classrooms via TV," p. 24.**

Under review is the use of TV technology to allow student teachers to observe classroom situations, teaching techniques, and pupil behavior.

601. **Skornia, Harry J., "What We Know from New Media Research," pp. 26-37.**

Skornia describes recent developments in research concerning educational radio use, ITV use, factors in learning, production formats and techniques, multi-sensory *versus* single-channel communication, and use of color in television. He calls for a national educational research center.

602. **Engar, Keith M., and Dail Ogden, "Instructor-Directed Television," pp. 38-43.**

At the University of Utah, Radio-TV Services operates an ETV station on channel 7, two-low power UHF facilities, and a closed-circuit ITV distribution system. Utilization, equipment, and coverage of these operations are discussed.

603. **Breitenfeld, Frederick, Jr., "Philosophy and the Media: Which Serves the Other?" pp. 44-49.**

The author discusses philosophy and the media. He finds that only when statements of principle *precede* planning does philosophy serve the media. The rift between "educational philosophers" and AV specialists and the role of the "educational communications" professional are discussed.

604. **Silagyi, Dezo V., and Bernard G. Weiss, "400 Teachers Meet via Radio," pp. 50-53.**

The authors describe an experimental in-service program for teachers' meetings and report the teachers' reactions.

605. **Scheller, Fred, Jr., "Spain Changes Broadcasting Regulations," pp. 54 -56.**

New regulations that increase government control of radio broadcasting in Spain are discussed.

606. **Wood, Joseph M., and Barry Jay Cronin, "Teaching Botany with Television," pp. 57-59.**

The development of an instructional closed-circuit presentation for general botany at the University of Missouri is described.

607. **Smith, Leslie, "Training Educational Broadcasters Began Slowly," pp. 60-68.**

The early failures of educational broadcasting are identified by the author. Contributions made by three agencies who did offer technical training to the pioneer radio broadcaster included the federal government, the Institute for Education by Radio, and the New York University Summer Workshop.

608. **Strimel, G. H., Jr., "Foreign Program Sources for Educational Radio," pp. 69-73.**

Noting that only 36 percent of college FM stations program sources other than National Educational Radio (NER), Strimel lists various foreign program sources. In addition to available services, the author provides mailing addresses and related information.

609. **Phillips, Glen D., "Reporting Political Activity: Problems and Responsibilities for Educator-Journalists," pp. 74-83.**

Focusing on a radio series produced at the University of Michigan concerning the 1964 political conventions, the author discusses production details and the philosophical objectives of such an undertaking.

610. **Miles, David, "Production Forum," pp. 84-90.**

Beginning with the origin of the subjective camera technique, Miles cites numerous applications for its use in educational television. His in-depth analysis provides a theoretical basis for the utilization of the subjective camera angle.

Volume 25, Number 3, May-June 1966

611. **Dye, Robert Paul, "When Radio Gave a Sense of Importance," pp. 3-5.**

A fond reminiscence of the experience of listening to radio as a child finds modern-day radio lacking in comparison.

612. **Dreyfus, Lee S., and Gary Gumpert, "Students Visit by Satellite," pp. 6-13.**

The first intercontinental TV classroom exchange (May 1965 between the U. S. and France) is described in detail.

613. **Stephenson, Alan R., "Let's Involve the Student," pp. 14-18.**

Specific suggestions to improve instructional broadcasts by increasing student participation are provided.

614. **Underwood, Jack, "Education on Commerical Radio," pp. 24-28.**

The importance of showmanship in attracting listeners to educational features on commercial radio and the ways in which such showmanship can be achieved are discussed.

615. **Baldwin, Thomas F., and Donald G. Wyle, "ITV Rights: Model Policy Statements," pp. 30-36.**

Specific policy statements intended to protect the rights of both the TV instructor and his academic institution are given. The recommendations deal with four areas the authors feel need clarification: ownership of programs, revision rights, re-use and distribution, and compensation.

616. **Meyer, Richard J., "Teaching French with Television," pp. 37-39.**

Reasons for the success of a Great Neck, New York, TV French teacher are suggested. Meyer reviews some of the steps involved in lesson preparation and cites specific utilization practices.

617. **Smith, Robert R., "Duopoly and ETV," pp. 40-48.**

FCC treatment of multiple-channel occupancy in a single market by the educational broadcaster is reviewed. Smith gives a specific summary of arguments in favor of a loose interpretation of duopoly restrictions with regard to ETV, as well as those arguments voiced against such an interpretation.

618. **Schwartz, Perry, "ETV Should Serve All the People," pp. 49-52.**

ETV has failed by serving only a small minority "because of its obsession with specialized information presented in a dull and pedantic fashion," Schwartz charges. He suggests increased showmanship, promotion, and publicity and advocates a broader range of subject matter.

619. **Keating, Aurel, "Teaching Communications with Television," pp. 53-54.**

Two advantages of the television medium in teaching the processes of communication are examined from the production experiences of WABC-TV in New York. TV enhances the meaning and roles of "sender" and "receiver." The graphics and visuals of the production are under the control of the TV instructor.

620. **Bartenbach, I. F., "Students Who Speak on TV Gain a Sense of Accomplishment," pp. 55-58.**

A televised discussion class comprised of four students per session and a professor employing the Socratic method prompted the author to question the students about their learning experience. He found in his survey that active expression of thought creates motivation, attention, and elation.

621. **Kretsinger, E. A., "An Engineer Looks at ETV," pp. 59-64.**

Without the increased broadcast power necessary to compete for a general TV audience, ETV can never hope to achieve its potential, states the chief broadcast engineer at the University of Oregon. He provides power and antennae data for ETV stations in 40 cities.

Volume 25, Number 4, July-August 1966

622. **Bell, Dave, "Filming on the Freeway," pp. 2-6.**

An interview on civil rights conducted with two senators of opposing views and filmed inside a limousine is described by Bell. Production problems and the finished result are considered.

623. **Lindsey, George, "Scripts Should Be Flexible," pp. 7-8.**

The inevitability of script changes which arise from the unpredictability of people and shooting locations should be anticipated. The author cautions that inflexibility results in a record that fails to truly capture reality.

624. **Lichty, Lawrence W., "Radio Drama: The Early Years," pp. 10-16.**

Lichty provides a footnoted summary of the development of radio drama, with particular emphasis on WLW, Cincinnati.

625. **Hannah, Bill, "Designing the TV Setting," pp. 18-27.**

Pointing out the limited reference sources for help in solving TV design problems, in addition to the hybrid theories of TV design and technique, Hannah presents a comparative discussion of TV, theater, and movie set design.

626. **James, Julia, "British Teachers Participate in First TV Production Course," pp. 28-34.**

A course designed to educate potential CCTV users in England about basic engineering and production techniques is described in detail.

627. **Miles, James S., and John Glade, "Teacher-Training Television," pp. 38-45.**

Purdue programs using TV to train teachers and for seminary training of pastors are described. A summary of specific experiments employing TV for teacher training is also provided.

628. **Russi, Bernard, Jr., "Teaching by Radio Today," pp. 47-50.**

University radio facilities are being used too often as "a glorified jukebox, classical or otherwise," charges Russi, who feels that more extension courses should be offered through radio. He mentions early experiments using radio for such purposes in the U.S., England, and Germany. A survey of educational radio stations broadcasting extension courses is reported.

629. **Hauck, Eldon, "Teaching P.E. with Television," pp. 51-53.**

ITV use in teaching game rules to elementary students is described.

630. **Skornia, Harry J., "Commercial TV Teaches Too," pp. 54-68.**

Despite the numerous studies which claim "no significant differences," Skornia cites other sources to verify his contention that under proper conditions, "television will teach, no matter whether it intends to teach or not." He discusses four major factors affecting learning: the teacher, production techniques, the learner, and utilization.

Volume 25, Number 5, September-October 1966

631. **Schumacher, Hazen J., Jr., "Applying Learning Principles to Televised Instruction: An ITV Producer's View," pp. 1-7.**

Schumacher briefly addresses the "no appreciable difference" results of ITV effectiveness surveys. He describes University of Michigan experiences in using the advice of learning psychologists to plan their ITV presentations. A short history of ITV use at the university is included.

632. **Cassirer, Henry R., "Radio and TV in Asia—A Meeting Report," pp. 8-9.**

Discussion at a 1966 Bangkok meeting regarding broadcast use in the developing countries of Asia is summarized by a UNESCO official.

633. **Glick, Edwin, L., "Trial by Fire: The First Ten Years of WGBH-TV," pp. 10-17.**

A detailed historical account of the Boston ETV station is provided. Market considerations, channel assignment, financial burdens, personnel morale, and production potential are addressed.

634. **Mayhew, Jean B., and Robert P. Crawford, "Faculty Resistance to ITV," pp. 22-28.**

Faculty resistance to TV use is considered to be a natural reaction. The authors discuss factors such as unfamiliarity with TV's potential, fear, and lack of training in the use of ITV.

635. **Press, O. Leonard, "Highway Radio," pp. 30-34.**

A variant of the wired-wireless system is proposed for broadcasting to highway drivers. Such a system would offer fade-free listening, music, weather news, short drama, road condition reports, and ads of interest to the traveler. The negative reaction to a similar system proposed in Kentucky in 1962 is discussed.

636. **Samper, Amalia, and Ken Waissman, "Teaching Music with Television in Colombia," pp. 34-40.**

The objectives, methods, and production of an ITV music series in Colombia are described.

637. **Broyles, Glenwood W., "Using TV for Teacher Meetings," pp. 41-44.**

The author describes an Arizona school district's use of television for weekly in-service teacher training programs and reports on a survey of teachers' reactions to TV use.

638. **Jennings, Ralph M., "The Potentials of Network Educational Radio," pp. 45-56.**

Jennings reports on a survey which provides information on the viability of an educational radio network. Data on station power, broadcast schedules, audiences, network affiliation, and faculty attitudes toward networking are reviewed.

639. **Kruschke, Earl R., and Charles M. Price, "Do Women Vote for a Politician's 'Looks'?" pp. 65-71.**

Preliminary research by the authors into the "women's vote" suggests that there are few differences of statistical significance between men and women in regard to perception of a candidate's physical characteristics.

640. **Lewis, Colby, "The Director Punctuates," pp. 75-90.**

A station manager describes in detail how a TV director can use visual communication "to let every point in the program assert its character by making its own definite impression."

Volume 25, Number 6, November-December 1966

641. **Hauser, Richard A., "French Radio's Imposing Home," pp. 1-6.**

Hauser describes with amusement the labyrinthine building constructed in Paris to house the administration, personnel, and studios for the radio division of L'Office de Radiodiffusion Television Francais (ORTF).

642. **Hopkins, Charles E., "Using TV in Career Guidance," pp. 8-10.**

A series of telecasts prepared by the Atlanta School System to help students explore occupational and educational possibilities is described.

643. **Shepherd, John R., "Some Differences Seen Between Educational and Commercial TV Production," pp. 15-23.**

A study of production techniques used by ETV and commercial TV stations is discussed in detail and suggests that commercial TV tends to be more dynamic.

644. **Scher, Saul N., "Teaching Counseling with TV," pp. 24-26.**

University of Massachusetts use of CCTV for graduate level guidance courses in school counseling theory and procedures is described. Doctoral candidates are required to submit a videotaped counseling interview. Guidance interview techniques are outlined.

645. **Borgers, Edward W., "Anaheim Adds Interest to ITV," pp. 30-35.**

Various "interest factors" used in Anaheim's elementary school TV lessons are listed. They are classified by the author under the headings humor, variety, sensuous appeal, surprise, and drama.

646. **Pierce, M. Scheffel, and Stuart W. Rose, "ITV Helps Achieve Empathy in Architectural Design," pp. 36-40.**

In an attempt to use TV to communicate emotional, nonrational experiences, the University of Nebraska used CCTV to help convey to architectural students a "feeling for space." Televised "tours" of small models designed by students helped them sense the emotional components of the interiors they designed.

647. **Schmitthenner, Hansjorg, "Radio Drama Continued," pp. 41-48.**

In Part II of his article (previous installment: No. 580) the author discusses the imaginative dimensions of radio drama, its future as affected by TV, and European radio drama, with particular reference to Germany.

648. **Roehl, Clayton A., "Interviewing Children on ITV," pp. 49-54.**

The possibilities, techniques, and potential drawbacks of using children in ITV lessons (as demonstrators and teachers) are described.

649. **Browne, Don R., "Do We Offer Good Instruction to Mass Communications Students from Africa?" pp. 55-64.**

Based on his experience in Africa, Browne notes why African nations have sought help to train personnel in mass communications. He compares training programs set up by France, Great Britain, and the U.S. He suggests that admission standards be established for African students enrolled in U.S. training courses.

650. **Benjamin, Marye D., "Conundrum in the Classroom, or When in Doubt . . . Don't!" p. 71.**

A humorous poem dedicated to the classroom teacher confronted with new teaching devices . . . such as television.

651. **Ewing, W. H., "ETV Action in Glasgow," pp. 72-82.**

The organization, facilities, policies and programming of Glasgow's citywide, educational CCTV system are described.

Volume 26, 1967

Volume 26, Number 1, January-February 1967

652. Friendly, Fred W., "World Without Distance," pp. 3-12.

Mr. Friendly's address at the October 1966 NAEB Convention considers the possibilities created by the Ford Foundation's satellite proposal. A summary of criticisms voiced toward the proposal is also reported.

653. Emery, Donald G., "Changing Patterns in Education," pp. 13-19.

In this 1966 NAEB Convention address, the contributory impact of technology for education is related to the following areas: record maintenance and access, school plant design and operations, scheduling, inventory, and in-service information.

654. Miller, Paul A., "A Year of Decision," pp. 20-27.

The HEW assistant secretary's remarks to the 1966 NAEB Convention reviews issues raised by the Carnegie Commission report, Ford Foundation proposals, and the Senate Communications Subcommittee hearings on educational broadcasting.

655. Wegener, Edward, "Our Fat is Showing," pp. 31-34.

In reviewing the 1966 NAEB Convention, the author warns educational broadcasters not to sit placidly on their grants, not to "go establishment," and not to lose their perspective and sense of humor.

656. NAEB, "Supplemental Comments of the NAEB before the FCC," pp. 35-50.

The NAEB's position on the application of satellite development for educational communications, filed before the FCC December 16, 1966, is reprinted. Support is provided for the Ford Foundation proposals. Supplementary observations, a proposed policy for a "first (commercial) and a second (noncommercial educational) service" and suggestions for financing the second service are included.

657. Morgan, Edward P., "Who Forgot Radio?" pp. 51-61.

The author reminisces about the early days of radio, and criticizes contemporary radio journalism.

658. Emery, Walter B., "European Broadcasting: Regulation and Control," 65-74.

Emery reports on his study of the development, operations, and control of European broadcasting systems. References are made to the countries of Belgium, the Netherlands, Portugal, Hungary, and Yugoslavia.

659. Frank, Jack B., "A Proposal for a British University of the Air," pp. 74-78.

The objectives, implementation, and current status of a 1966 British proposal for a nationwide "University of the Air" are discussed.

660. Wade, Warren, "Let's Program Instructional TV Programs," pp. 78-84.

Extensive pretesting of instructional TV programs to measure effectiveness is recommended. Wade outlines ways in which such pretesting can be done, and discusses "programmed television programs" according to basic principles of individualized instruction.

661. Reid, J. Christopher, John A. Montgomery, Warren F. Seibert, and Robert H. Suchy, "What We Need to Know about Utilization," pp. 85-89.

The authors identify and discuss problems that arise in the utilization of ITV, particularly those problems centered around the classroom teacher's use and awareness of ITV.

662. Moffett, Thomas J., and Jerry Fackrell, "Challenge and a Reply," pp. 90-93.

The CCTV system in the University of Florida's College of Education is briefly described. Available facilities are reviewed, and examples of utilization efforts are provided.

Volume 26, Number 2, March-April 1967

663. Killian, J. R., Jr., "In Dreams Begin Responsibilities," pp. 3-14.

The chairman of the Carnegie Commission on Educational Television responds to President Johnson's recommendations to Congress on the commission's proposals for public television. Public and industry reactions to the commission report are reviewed. Its fundamental principles and policies are examined, and certain areas of confusion (e.g., the Corporation, TV set excise taxes, reporting of political campaigns) are clarified.

664. **Nyquist, Ewald B., "Assuming Leadership Responsibility for Educational Television," pp. 15-25.**

The roles of local, state, and federal agencies in the development and funding of educational television are discussed. Nyquist reviews specific problems that might be encountered and suggests the importance of needs analysis on a state-by-state basis.

665. **Christian, Floyd T., "Our TV Went Out," pp. 26-29.**

The author considers various shortcomings of ETV/ITV. Dull programming, nonprofessional production standards, faculty and administrator distrusts, and a general lack of support are cited as barriers to the success of educational television.

666. **Gould, Jack, "What's Happening in 'Public TV'?" pp. 34-39.**

The *New York Times* radio-TV editor favorably considers the proposals of the 1967 Carnegie Commission on Educational Television. He discusses the report's effect on the Ford Foundation proposal for a nonprofit satellite system financing ETV by the relay of commercial TV programs.

667. **Brown, Les, "PTV: Is Everybody Happy? Striking a Blow For Status Quo," pp. 39-40.**

The radio-TV editor for *Variety* discusses the 1967 Carnegie Commission report and industry reactions to it. He comments that "the one troublesome thing . . . is that as a primer for the future it is not controversial. Unlike the Ford Foundation plan, it poses no threat to the status quo. It advocates little more than the perpetuation, expansion, and financial buttressing of the present ETV system as decidedly a secondary, minority service."

668. **Shayon, Robert Lewis, "ETV's Historic Opportunity," pp. 41-44.**

The radio-TV editor of the *Saturday Review* comments on the relative merits of the educational television proposals made by the Carnegie Commission and the Ford Foundation. Elements of the Ford plan and its proposals for "fundamental changes [that go] . . . to the roots of the national necessity" are favored.

669. **Trisolini, A. G., "Confessions of a Recent Convert to Instructional Television," pp. 45-49.**

The author chronicles his initial resistance to "television methods" in teaching an art history course and then expresses his enthusiasm for the medium.

670. **Eshelman, David, "The Emergence of Educational FM Broadcasting," pp. 53-64.**

The emergence of noncommercial educational FM radio broadcasting is reviewed. The history is divided into three eras: the "formative" (early days to 1938), the "evolving" era (structural changes from 1934 to 1946), and the present "ascending" era. Tables chart the comparative growth of broadcast media and the relationship of FM channel distribution to stations on the air.

671. **Weise, Horst. "A German Language Course for International Television," pp. 65-69.**

Programming innovations of West Germany's four educational networks are briefly examined, and an imaginative German lanagugage course intended for international broadcast is described. The author cites the program as a classic example of "how effectively didactic television can communicate language meaning and teach linguistic habits without the necessity of translation."

672. **Lynch, James E., "Case History of a Television Film Production," pp. 70-87.**

From observations of television film production methods in the commercial networks, Lynch attempts to answer the question, "How is it possible to produce such a large number of productions in such a short time?"

673. **Bretz, Rudy, "Simultaneous Audio-Video Feedback For The ITV Teacher," pp. 88-92.**

Simultaneous audio-video feedback is proposed as a means of overcoming one of the most frequently mentioned limitations of TV teaching—the lack of real interaction between teacher and pupil. A sample studio camera mount with a simultaneous feedback system is illustrated.

674. **Dwyer, Francis M., Jr., "Improving Instructor Effectiveness on Television," pp. 93-98.**

Asserting that a basic understanding of television procedures can provide an interested teacher with some of the tools for becoming a successful television teacher, the author describes the components of such an orientation. The necessity of having a television specialist in the studio who can assist the TV instructor is underscored.

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675. **Bundy, McGeorge, "Educational TV: A National Awakening," pp. 3-8.**

This address made by the president of the Ford Foundation to the Second Conference on Long-

Range Financing of ETV reviews President Johnson's support of educational broadcasting, the Foundation's stand on the basic proposals of the Carnegie Commission, and the utility of the Ford Foundation satellite proposal. Support for the Public Broadcasting Act of 1967 is urged.

676. **McCormack, James, "Communications Satellite Corporation," pp. 9-13.**

The COMSAT chairman's remarks at the Second National Conference on Long-Range Financing of ETV are reprinted. He discusses COMSAT, the Communications Satellite Act of 1962, and notes several differences with the Ford Foundation's proposal for ETV satellite use.

677. **Stanton, Frank, "Commerce, Industry, and the Arts," pp. 14-19.**

The president of CBS notes the mutual advantages of corporate contributions supporting education and the arts. Looking to the future, Stanton predicts that the arts will begin to enjoy the same kind of support that education has been receiving. The importance of the liberally educated man in business is also cited.

678. **Stonesifer, Richard J., "Chalk Dust, Consoles, and Going to College by Television," pp. 23-35.**

Starting with a review of the evolution of one of ITV's technological innovations, Stonesifer traces ITV's battle for acceptance by elementary, secondary, and college educators. He notes its shortcoming and underscores its potential.

679. **Cassirer, Henry R., "Television for the Preschool Child," pp. 36-48.**

Specific programs in addition to needs and ITV programming priorities for preschool children in Japan, Venezuela, the U.S., Great Britain, Russia, and Czechoslovakia are described by a member of UNESCO's Department of Mass Communication. A wide range of program-related matters are discussed.

680. **Becker, Samuel L., and J. Christopher Reid, "The 'Meaning' of ITV: Student Expectations vs. Realization," pp. 51-63.**

Results of a study conducted by the authors on student attitudes toward ITV are examined. The analysis is presented in terms of the three dimensions tested: "intellectual utility," "warmth," and "authoritarianism."

681. **Griffith, Barton L., "The Malawai Broadcasting Corporation," pp. 64-70.**

The Malawi four-year-old radio system's organization, finances, facilities, programming, and problems are described. As such, Griffith provides a case study that demonstrates the influence of geography, culture, and government.

682. **MacMahan, Horace, Jr., "TV Microteaching: Panacea or Gewgaw?" pp. 71-76.**

MacMahan reviews the use of TV for videotaping student teacher performances in practice teaching sessions. Situation evaluations made by the learner/students are included. It is concluded that such methods provide useful adjuncts to teacher training programs.

683. **Hanford, William J., "Delaware's Multi-Channel Capability," pp. 77-84.**

Delaware's use of the nation's first completely statewide multi-channel closed-circuit ETV network is described. The development of the system is chronicled.

684. **Yoakam, Richard D., "European TV Production Practices," pp. 87-92.**

Yoakam describes facilities, personnel, equipment, and programming of European TV systems, including the Eurovision news exchange operation.

Volume 26, Number 4, July-August 1967

685. **Feddersen, Donley F., "Can ETV Afford to Be Rich?" pp. 3-9.**

Despite the bright "glow which heralds the imminent rise of money in the vicinity of the Potomac," the author cautions educational broadcasters to be wary of the problems that wealth and power can bring.

686. **Lewis, William C., "Technical Body Snatching: Probable Cause and Possible Cure," pp. 10-14.**

The author discusses reasons for serious shortages of engineers at ETV stations. Lewis concludes that unless a concerted effort is made to obtain technicians for education, the "drought of engineering personnel will continue."

687. **Merrill, Irving R., "Open-Circuit Television in Continuing Education for the Health Professions," pp. 15-21.**

Programs and possibilities for using television to provide continuing education for doctors are discussed. Examples of medical applications are drawn from both the U.S. and Great Britain. A field experiment to gauge the effectiveness of such projects is analyzed.

688. **NAEB, "Initial Comments before the FCC in the Matter of Revision of FM Broadcast Rules," pp. 25-46.**

Comments filed by the NAEB before the FCC (on March 13, 1967) in regard to FM broadcast rule revision of allocation and technical standards for

FM channels are reprinted. Included are recommendations made by the Wingspread Conference on Educational Radio, plans for and the potential of multiplexing, principles and priorities underlying allocation and technical standards, and problems of ten-watt educational FM stations. (See also No. 689)

689. **NAEB, "Reply Comments before the FCC in the Matter of the Revision of FM Broadcast Rules," pp. 47-54.**

Additional comments are made by the NAEB before the FCC on May 11, 1967, regarding FM Broadcast Rule revisions. The association's position (No. 688) on ten-watt FM station channel allocations is clarified.

690. **Luebbert, LTC William F., and Major Frank B. Tennant, Jr., "Instructional Television at the United States Military Academy," pp. 57-63.**

A brief summary of television use by the U.S. Army precedes a description of the ITV system at West Point. Specific examples of system utilization are provided.

691. **Colle, Royal D., and Marvin Diskin, "Organizing an Overseas Mass Media Study Program," pp. 64-72.**

A basic design is described for a program in which American students can be sent overseas to study mass communication and international broadcasting. Tips concerning media contacts, academic responsibilities, program planning, transportation, and housing accommodations are among those provided.

692. **Beaver, Frank E., "Radio Drama as a Teaching Device," pp. 73-77.**

The author describes efforts at the University of North Carolina to revive radio drama. Each student in a radio production course is required to produce a half-hour radio drama as the major project.

693. **Lawler, Lawrie, "CETO, London, England," pp. 78-90.**

Lawler traces the development, funding, and activities of the Centre for Educational Television Overseas. He also comments briefly on the status of ETV in developing countries.

694. **Dove, John R., and John L. Marsh, "ETV and the Charge of Depersonalization," pp. 91-96.**

Student charges of the impersonality of TV courses are actually a spurious dislike of "academic impartiality," argue the authors.

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695. Jorgensen, Norman E., Louis Schwartz, and Robert A. Woods, "The Misunderstood Media: A Legal Look at Educational Broadcasting," pp. 7-14.

The FCC is faulted for misunderstanding the meaning, scope, and needs of educational broadcasting. Issues discussed include the differentiation between instructional television and the more general educational television; station channel allocations for ITV and ETV; the growth of educational FM radio; the expected small audiences for educational broadcasting; and the role of CATV in education. Educational broadcasters are encouraged to better represent their position before the FCC.

696. Holt Darrel, "The Origin of 'Public Interest' in Broadcasting," pp. 15-19.

The author traces the evolution of the term and concept of "public interest," especially as applied to broadcasting. The concept has its roots in the realization that certain businesses are essential to the public welfare and as such may be regulated where nonessential businesses are not. Public interest first appeared in the 1876 case of *Munn v. Illinois*; it later appears in public utilities legislation, the Radio Act of 1927, and the Communications Act of 1934.

697. Shayon, Robert Lewis, "Educational Radio and National Purpose," pp. 21-24.

The author feels that educational broadcasting has long suffered an identity crisis, feeling inferior to commercial broadcasting and not seeing its purpose clearly. Educational broadcasting should serve as an integrative force in society. Shayon calls for public radio to conduct research into the role of radio in general and to evaluate how radio may improve services.

698. Wynne, Michael, "Educational Broadcasting in Britain," pp. 25-33.

British educational television, both BBC and commercially produced, is reviewed. The status and scope of the educational media systems are discussed, as is the British attitude toward TV teaching. Utilization and effectiveness evaluations are considered important. The problems of British ETV and possible developments are reported.

699. **Tyler, Ralph W., "Instructional Technology and the Behavioral Sciences," pp. 35-40.**

The author stresses that not all communication results in learning. For learning to occur, the following conditions must be met: opportunities for the learner to carry on new behavior, to practice it, and to receive satisfaction from it; motivation; guidance; and time for sequential practice. The author demonstrates how the technology of educational broadcasting can facilitate the necessary learning conditions.

700. **Kittross, John M., "The Failures of ETV Research," pp. 41-48.**

The author criticizes the state of research in the field of educational broadcasting, faulting poor topic selection, inadequate training of research personnel, and the lack of stringent research standards within the discipline.

Volume 1, Number 2, December 1967

701. **Johnson, Nicholas, "The Why of Public Broadcasting," pp. 5-10.**

Johnson discusses the premises of the public broadcasting industry, its finances, audience, programming, and its relationship with commercial broadcasting. He also considers the possible impact that will be made upon public broadcasting by CATV, UHF, and the development of the synchronous communications satellite.

702. **"The Public Broadcasting Act of 1967," pp. 11-20.**

The *EBR* provides pertinent portions of the Communications Act of 1934 as amended and revised by the Public Broadcasting Act of 1967. Title III of the latter is also appended.

703. **Lusignan, Bruce B., "Project ASCEND," pp. 21-32.**

Lusignan presents the proposed ETV satellite system for Brazil, India, and Indonesia as developed by Stanford University's Advanced System for Communications and Education in National Development (ASCEND). Distribution, costs, satellite configuration, and ground systems are described in detail.

704. **De Vera, Jose M., S.J., "Educational Broadcasting in Japan," pp. 33-41.**

This assessment of ETV in Japan describes its development, dual system of ownership, financing, and audience. De Vera discusses not only the strengths, but also the weaknesses of the Japanese system, including legal troubles and money matters.

705. **Hulsen, A. L., "Radio Education in Korea," pp. 43-46.**

The history, programming, finances, personnel, and audiences of Korea's educational radio system are considered by Hulsen, a former assistant news chief for the United Nations Command in Seoul, Korea. He cites school participation in using the radio programs as a significant problem.

706. **Carlson, Robert A., "1951: A Pivotal Year for ETV," pp. 47-54.**

The author chronicles the phase of FCC hearings preceding the Sixth Report and Order that dealt with the question of reserving UHF and VHF channels for educational use. President Truman's role in helping secure television channels for the exclusive use of education is also explored, along with the historic contributions of FCC Commissioner Frieda Hennock.

707. **Monaghan, Robert R., "Foundation Profiles," pp. 55-60.**

Using McQuitty's Linkage Analysis, Monaghan identifies 21 foundation types, two-thirds of which are active in communications research or mass media projects. Having used the literature of 94 foundations for this study, he suggests the possibility of individual, in-depth case studies as an avenue for future research.

Volume 2, 1968

Volume 2, Number 1, February 1968

708. **Marks, Leonard, "A Worldwide Information Grid," pp. 5-7.**

Marks proposes a solution to the problems associated with the information explosion. Centers of learning would be linked worldwide, possibly by communication satellites. A vast data base, including radio and television programs, would thus be made available to the publics of all nations.

709. **Schramm, Wilbur, "Satellites for Education," pp. 8-11.**

New educational possibilities for developing countries are envisioned through the use of satellites. Schramm evaluates the potential and stresses the diplomatic problems to be overcome. Localism, nationalism and internationalism are related pertinent issues.

710. Emery, Walter B., "Is There a Constitutional Flaw in the Public Broadcasting Act of 1967?" pp. 17-21.

Emery reviews the differences between the House and Senate bills on public broadcasting. Attention is drawn to the House proposals prohibiting station editorializing and support of political candidates.

711. Browne, Donald R., "Life Without ETV: A Survey," pp. 22-26.

This article reports the results of a survey conducted in the Minneapolis-St. Paul area. Prompted by the termination of transmissions for ETV stations KTCA and KTCI (due to toppled transmitter towers), the survey team sought to determine audience awareness of and desire for the programming temporarily absent.

712. Finney, Robert G., "Do We Need Another TV Rating Study?" pp. 27-35.

A synthesis of those criticisms leveled at ratings services and at broadcaster uses of such services. Deficiences are detailed. Suggestions for improving ratings accuracy are offered.

713. Zettl, Herbert, "The Study of Television Aesthetics," pp. 36-40.

The author suggests that contemporary analyses of television do not take into account the position of television in the evolution of communication, nor do they adequately consider the unique components of the medium—light, space, time and motion, and sound. Zettl believes that all these elements must be examined in order to produce a language of television that will help us to better utilize the medium.

714. Zivanovic, Milan, "Marconi, Royalty, and Yugoslavian Radio," pp. 41-48.

This article is a chapter from the life of the inventor of the wireless, Guglielmo Marconi. Drawing from research gathered in conjunction with his master's thesis, Zivanovic provides an informative historical sketch that reveals the human side of Marconi's achievements and the role of Yugoslavia's government.

715. Park, Warren S., Jr., "Repeat Programming," pp. 48-50.

The author offers some guidelines for the presentation of repeat programming by educational television stations. It is suggested that the repeat should be run on a different day of the week and in a different time slot than that of the original showing.

Volume 2, Number 2, April 1968

716. Coase, Ronald H./Edward W. Barrett (Rebuttal), "Educational Television: Who Should Pay?" pp. 5-17.

Coase argues that the structures for financing public television as defined by the Public Broadcasting Act of 1967 are not proper. The act also excludes instructional and educational television in the strictest sense from funding, sacrificing a small, intensely interested minority audience for a larger, less interested, more general one. He feels that the people who watch public television should pay for it. In his rebuttal, Barrett disagrees with Coase, saying that his analysis of the situation is not totally correct. He suggests that public television be funded through taxes on commercial television operations.

717. Frandsen, Kenneth D., Carl E. Larson, and Mark L. Knapp, "Simulation and Self-Confrontation in Interpersonal Communication," pp. 18-23.

Of concern is the use of videotape for playback and evaluation of student performance in classroom speech and interpersonal communication instruction. The authors describe their method of determining the effectiveness of such video feedback upon students' self-perceptions of their speaking behavior.

718. Schlater, Robert, "Would You Believe: The Medium is Half the Message?" pp. 24-28.

The author places McLuhan's hypothesis upon a continuum from medium-is-message to content-is-message; most ITV practitioners fall somewhere in the middle. He urges practitioners to make a full study of the unique properties of the television medium in order to more fully utilize those properties in content construction. Experimental methodologies which can be employed in the study of television production are also considered.

719. Monaghan, Robert R., "Creative Strategies in Audience Analysis," pp. 29-37.

Television ratings are scrutinized, and a survey design strategy that would measure audience size *and* its behaviors is recommended. The heterogeneity of audiences would thus be revealed. Bibliography is included.

720. Rossman, Jules, "'Love's Labour's Lost': The State of ETV Criticism," pp. 38-41.

The amount of space devoted to reviews of educational television by newspaper TV columnists is under investigation. In short, the author reports very little criticism of the medium. Rossman concludes that if ETV is to be more than a "labour of love" for those involved, and if it is to build an audience and justify the money and effort expended on its programming, then ETV must receive more critical attention and evaluation.

721. **Reid, J. Christopher, and James R. Potter, "The Computer in ITV Operations," pp. 42-45.**

The potential and benefits of using computers to schedule ITV equipment and program distribution are reviewed. Means for implementing such an endeavor are offered.

722. **Benton, Charles, "Urban School Television: Trends and Conflicts," pp. 46-50.**

A report on the status of ITV in 16 large city school systems. The author concludes that the prospects for expanded utilization of ITV are good, that videotape is being used to good advantage by these schools, and that rural areas are benefiting from urban ITV set-ups. Included is a list of the school systems visited and of their reported expenditures.

Volume 2, Number 3, June 1968

723. **Harley, William G., "Section 315 and the Fairness Doctrine," pp. 5-8.**

The president of the NAEB underscores the association's support of the principles of the FCC Fairness Doctrine but expresses concern about its administration. Harley discusses the NAEB's objection to the congressional ban on educational broadcast editorializing, noting that commercial stations are not subject to the same. He feels the ban should be lifted and that ETV stations should also be allowed to broadcast political debates.

724. **Bayley, Edwin R., "An Attempt at Suppression: An Ugly Omen," pp. 9-11.**

Bayley argues for the insulation of public broadcast funding from the influence and whim of congressional opinion. An NET program on North Vietnam is cited as an example of how public broadcasting autonomy regarding program content can be jeopardized.

725. **Daniel, Lark O., "The Name of the Game," pp. 12-15.**

The major purpose of ITV, ETV, and even commercial television is deemed to be instructional, that is, television is primarily a teacher. Daniel urges those involved in television, especially ETV, to think of themselves as communicators whose principal job is to teach.

726. **Newsom, Carroll V., "Structured View of Tomorrow," pp. 16-22.**

The future of ITV-ETV is of concern. Schools are expected to rely more heavily upon media for instructional purposes. Greater cooperation between broadcast personnel and educators is anticipated, as is the expansion of educational broadcasting activities into the community. Accommodation of individual learner differences through the use of educational media is urged.

727. **Plummer, Joseph T., "Audience Research in Television Program Development," pp. 23-30.**

The author explores in detail a comprehensive approach to TV program development through specialized audience surveys. The various steps to be undertaken are enumerated. A case study is reported, and conclusions concerning the feasibility of the method are summarized.

728. **Hoban, Charles F., "The Dilemma of Adult ITV College Courses," pp. 31-36.**

The relationship of the adult learner with ITV is analyzed. Maximum utilization of the medium and minimum learner resistance can be achieved by recognizing the adult student's need for interpersonal contact with the instructor. Bibliography included.

729. **Platts, David E., "Current Status of Statewide Educational Radio Networks," pp. 37-44.**

The status of educational radio statewide networks in 1968 is detailed in this survey report. Charts and comments are included.

730. **Carlson, Robert A., "Establishing ETV as a Viable Institution: The Early Leadership of C. Scott Fletcher," pp. 45-52.**

The contributions of C. Scott Fletcher of the Ford Foundation Fund for Adult Education are reviewed, especially regarding educational television in the year 1952. The founding of the Educational Television and Radio Center (ETRC, later NET) is emphasized.

Volume 2, Number 4, August 1968

731. **Eurich, Alvin C., "Man and Media in Higher Education," pp. 3-9.**

There is concern that colleges and universities are failing to match the pace and changing developments of American society. Eurich believes educational broadcasting media can help higher education adjust its structures and operations, while technology increases "the individuality, flexibility, and effectiveness of our total programs."

732. **Willits, Robert D., "The Appalachia Educational Cooperative," pp. 10-16.**

As one of 20 nonprofit educational laboratories established across the nation under Title IV of the Elementary and Secondary Education Act of 1965, the Appalachia Educational Laboratory seeks to improve the educational outlook for Appalachia. The cornerstone of the program is cooperation with local systems in vocational guidance language instruction, in-service educaton, and early childhood education. Educational broadcasting media were to be adapted to the unique needs of the region.

733. **Breitenfeld, Frederick, Jr., "A Time for the Slingshot," pp. 17-18.**

As public broadcasting emerges as a major media force, Breitenfeld expects local stations to provide social services for the community. Target audiences, program objectives, and available funding sources must be carefully determined.

734. **Meyer, Richard J., "ETV and the Ghetto," pp. 19-24.**

Blacks in urban inner cities have regarded the press and educational broadcasting as part of the white establishment. Efforts to break these biases are demonstrated by projects, underway in 1968, designed to involve minorities in educational broadcasting and to produce more programs aimed at inner city needs.

735. **Miller, William C., and George Joachim, "Reaching the Appalachian Teenager through Television," pp. 25-31.**

The authors examine the success of an Ohio ETV program called *Teen Beat*. Targeted for Appalachian teenagers, the series incorporates information and entertainment adapted to the needs of the special social environment.

736. **Warren, Kenneth L., and John R. Shepherd, "A First Step for a Communications Network," pp. 32-37.**

The author reports the results of a survey of Oregon educators to determine the need for an intrastate communications network to transmit educational material. The survey indicated that such an inter-institutional network was desired, but that its form must be determined by on-the-spot operational considerations.

737. **Phillips, Robert L., "A Typology of Evasive Responses," pp. 38-45.**

To illustrate the author's typology of interpersonal communication responses of an evasive nature, the data of a content analysis of NBC's *Meet the Press* are analyzed. Cooperative, protective, and combative responses are found to be avoidance strategies.

738. **Wood, Donald N., "Progress in Hawaii," pp. 46-50.**

The progress of Hawaii's ETV system in the two years since its founding is reported. The state's unique problems, institutions, and traditions have resulted in the evolution of an ETV system quite unlike any other in the U.S.

Volume 2, Number 5, October 1968

739. **Federal Communications Commission, "Symposium on Fair Employment Practices for Broadcasters: Memorandum Opinion and Order and Notice of Proposed Rulemaking," pp. 3-10.**

The full text of the FCC order calling for a positive effort on the part of broadcasters to develop minority talent and to employ minority group members in broadcasting. The FCC stresses that mere compliance with anti-discrimination legislation is not satisfactory. The stations must make positive moves to involve minorities in the nation's broadcasting. (See also Nos. 740, 746)

740. **Hyde, Rosel H., and George E. Bair, "Symposium on Fair Employment Practices for Broadcasters: Comment," pp. 11-16.**

Hyde, chairman of the FCC, indicates that the commission's action on minority hiring (No. 739) is important because broadcasting has such a large influence on the lives of Americans. He feels that it is important to employ blacks in broadcast journalism and that educational broadcasters could lead the way in involving minorities. It is his contention that a station cannot possibly fulfill its public service obligations if it ignores minority needs and desires. Bair points out that while the FCC ruling prohibits discrimination against applications, it also allows discrimination among applicants.

741. **Bystrom, John W., "Public Broadcasting Systems: Plans and Realization," pp. 23-24.**

The author traces the history of government financial involvement with ETV. He concludes that the present federal involvement aims to bring public broadcasting within the reach of every citizen of the United States. To do this, however, would require a funding commitment greater than just the allocation of seed money. Alternative funding strategies are examined.

742. **Loper, James L., "Who Should Market ETV Software?" pp. 35-37.**

The author contends that the manufacture of software used with ETV instruction should not be handled by private industry but by educational specialists. Quality of materials would be enhanced, and needed revenue could be obtained if each ETV station managed its own software sales. Prerequisites to the success of such endeavors are offered.

743. Dwyer, Francis M., Jr., "When Visuals Are Not the Message," pp. 38-43.

Dwyer reports the results of a study whose purpose was "to measure the relative effectiveness of visual illustrations containing differing amounts of realistic detail when used to facilitate student achievement of varied educational objectives." Bibliography included.

744. Steis, William B., "Italy's Approach to Media Education," pp. 44-48.

The author expresses his concern that American communications scholars are not aware of the curricula available in universities outside the United States. Two Italian university efforts are profiled. Further interest and research into foreign communication schools are encouraged.

745. Madden, Richard H., "Educational Radio Bibliography: 1945-1967," pp. 66-79.

Madden provides an extensive bibliography of articles and books concerning major areas of radio thought, opinion, and research.

Volume 2, Number 6, December 1968

746. NAEB, "Comments on FCC's Fair Employment Practices Policy Statement," pp. 3-10.

This statement by the NAEB supports the FCC policy statement (No. 739) for the positive and aggressive pursuit of nondiscriminatory hiring practices by broadcast stations. While the NAEB agrees in principle, it questions the way in which this goal will be achieved. The association does not think educational stations have commited grave errors in minority hiring or programming. In fact, the NAEB statement cites examples of pioneering in the these areas by selected stations. Specific objections are presented. Several alternatives to implement fairness to minorities are offered. (See also Nos. 747, 749)

747. Shayon, Robert Lewis, "In the Wrong Corner," pp. 11-13.

The author faults the NAEB for its stand on the FCC ruling on nondiscriminatory hiring practices (No. 746). He feels that stronger support should have been offered and cites reasons for the association's reluctance to do so. (See also No. 748)

748. Harley, William G., "Reply to Mr. Shayon," pp. 13-14.

The NAEB president replies to Shayon's comments (No. 747) on the association's weak support for the FCC ruling on nondiscriminatory hiring practices. The author argues that educational broadcasters have been guilty not so much of discriminating against minorities as of failing to discriminate *for* minorities through preferential hiring and educational programs.

749. NAEB, "Resolutions on Employment Practices," pp. 14-15

Two NAEB resolutions regarding minorities are presented. The first pledges full association support for affirmative action proposals. The second, concerning programming, pledges efforts to ascertain the needs of disadvantaged groups within the population and to survey members as to how these needs are being met. (See also Nos. 746, 764, 942)

750. Hilliard, Robert L., "Communications and The Urban Crisis: Doing Our Own Thing," pp. 16-22.

The author reviews what the educational broadcaster has been doing to meet the challenge of minority America. He cites minority programming efforts but says more must be done to educate and place minority media professionals. He also feels that the unique potentials of the broadcast media must be utilized to produce new methods of educating the disadvantaged.

751. Reitman, Alan, and Trudy Hayden, "Should Government Impose the First Amendment on Media?" pp. 26-41.

Arguments from both sides of the issues inherent in a "right of public access" to broadcast media are presented. The American Civil Liberties Union (ACLU) favors such a right and suggests its implementation through judicial, statutory, and administrative means.

752. Estell, Richard D., "Profile of the Educational Radio Manager," pp. 42-47.

The results of a survey of members of the National Educational Radio network are reported for services, programming, audience, and personnel. It is observed that station managers have an "unhealthy" attitude toward the NAEB. Maintaining program service in the face of great financial adversity is praised by the author. Solutions to the problems of educational radio are offered.

753. Miller, William C., "Standards for ETV Research," pp. 48-53.

The author postulates seven standards for research in the hope that they will provide some guidance for inexperienced and poorly trained ITV researchers.

754. Mielke, Keith W., "Asking the Right ETV Research Questions," pp. 54-61.

The author maintains that ETV research has been plagued by poor conceptualization of the problem under investigation. He reiterates the need to carefully consider and formulate better research questions.

Volume 3, 1969

Volume 3, Number 1, February 1969

755. Hooper, Richard, "ETV: License to Diversify," pp. 3-6.

The philosophy and the reality of localism in educational broadcasting are contrasted. Hooper expects that a balance is needed between programming of local service for diverse audiences and programming nationally distributed. The overly centralized European models of broadcasting should be avoided.

756. Greene, Hugh, "Some Second Thoughts on S-R Theory and ITV," pp. 7-10.

The reductionist view of learning theory which the stimulus-response paradigms impose upon instruction are questioned by the author. ITV devotees of stimulus-response are warned of its limited generalizability and are introduced to the implications of cognitive perspectives for learning and ITV. Bibliography included. (See also No. 757)

757. McIntyre, Charles J., "Another View: Reply to Mr. Greene," pp. 10-11.

In replying to Hugh Greene's thoughts (No. 756) on the impropriety of stimulus-response learning theory and its applications, McIntyre cautions that as a theory stimulus-response should not be totally discarded. It as well as other paradigms have utility for ITV practitioners. Little enough is absolute with present levels of knowledge. Bibliography included.

758. Stephenson, Alan R., "Common Sense Strengthens School-ETV Bond," pp. 15-20.

A school administrator contemplating a working relationship with an educational broadcasting station must consider ". . .the evidence of interest and sincere purpose on the part of the broadcaster, the fairness and equitable treatment of the members (of the school-broadcaster arrangement), the means available to the schools for guiding programming and making their wishes heard, and finally the evidence of the proper use of the funds provided by the schools for the program service." The importance of communication and common sense in educator/broadcaster working relationships is stressed.

759. Meyer, Richard J., "The Evolution of ETV in New York State," pp. 21-31.

A thorough picture of the development of educational television in New York state is presented. The organization, financing, staffing, location, and history of New York ETV are documented with numerous charts and tables.

760. Lowry, Dennis T., "Telesecundaria: ITV for Mexican High Schools," pp. 32-36.

The use of educational television to alleviate the shortage of Mexico's high schools is reviewed. The administration, organization, and learning effectiveness achieved are related.

761. Orlik, Peter B., "The External Voice of South Africa," pp. 37-42.

The history of South Africa's two radio stations broadcasting to the entire African continent and as far away as India and New Zealand is reviewed. The stations present news and a magazine format program in several different languages. South Africa's apartheid policy, however, flavors its programming and limits its acceptability in neighboring countries.

Volume 3, Number 2, April 1969

762. Lee, H. Rex, "As I See It," pp. 3-7.

Utilization of educational telecommunications technology is hampered by high costs, inadequate planning, and lack of highly trained personnel. Efforts to establish ITV systems in American Samoa and El Salvador are discussed and exemplified. Technological and communication resources must be anticipated and used efficiently.

763. Barrow, Roscoe L., "Regulation at Its Best Encourages Competition," pp. 8-12.

Barrow examines the role of the FCC in encouraging and regulating new telecommunication technology. Regulatory policies that foster industry competition and that benefit the public interest over that of the broadcaster are preferred.

764. NAEB, "Minority Group Employment in Educational Broadcasting," pp. 15-18.

The results of an NAEB survey of its members are reported. Charts help to illustrate the number and distribution of minority group members employed by educational broadcasters in television and radio. Regional distributions are also included in the report. (See also Nos. 749, 942)

765. Lynch, James E., "Radio in a Black University," pp. 19-24.

A case history is given for the establishment of radio station WSHA at Shaw University in Raleigh, North Carolina. In addition to detailing the problems and successes of WSHA in particular, the author discusses the roles and functions of black college radio in general.

766. Aleinikoff, Eugene N., "Educational Television—A Noncommercial Viewpoint," pp. 25-33.

Interpretations of ETV's "fair use" of copyrighted materials are discussed. The author proposes new copyright law revision with liberal considerations for schools and universities. The unique problems of ETV and copyright are reviewed. Congressional attempts at law revision are included.

767. Reid, J. Christopher, "Predicting ITV Growth," pp. 34-39.

The author presents a mathematical method by which the rate of growth for employment, programming, and other variables can be predicted. The technique, orthogonal polynomials, is explained through two studies of ITV courses at the college and university level.

768. Kline, F. Gerald, "Research Trends in International Broadcasting," pp. 40-44.

Media research now being attempted in countries other than the United States is reviewed. The author divides the research into the categories of media effects, general audience surveys, and methodological developments. Specific research concerns for numerous countries are included.

769. Koenig, Allen E., *et. al*, "A Bibliography of Selected Bibliographies in Radio, Television and Tele-Film: 1958-1968," pp. 62-69.

Bibliographies are listed that were published in English from 1958 to 1968 and whose focus is primarily radio, television, and tele-film. Bibliographies of a basic engineerng and technical nature are excluded.

Volume 3, Number 3, June 1969

770. Holt, Samuel C. O., "Recommendations of the Public Radio Study," pp. 3-13.

This article reports the findings of a study on public radio undertaken for the Corporation for Public Broadcasting, with a grant from the Ford Foundation. The recommendations treat funding and organization. The CPB needs to commit more resources for radio and the cultivation of other funding sources. Sixteen recommendations touch upon such organizational areas as the need for revision of FM frequency allocations; the need for the CPB to establish a separate radio division; the need for NER to become a strong trade organization for educational radio; the need for the establishment of fellowships for the training of personnel; the need to establish a strong national production center; and the need for further studies in the field.

771. White, John F., "Retiring NET President Reviews Decade of Growth," pp. 14-19.

This article reprints a speech delivered by White to NET affiliates on his retirement from the presidency. Holding this position since 1958, White witnessed the development of educational and public broadcasting. NET's role during these years of growth unfolds as the president discusses past events and future expectations.

772. Roe, Yale/Lynwood H. Bartley (Reply), "TV—A Tool for Reaching the Poor," pp. 20-25.

Roe, a commercial broadcaster, charges that the television industry has done little to help deprived persons and minorities. He suggests programming improvements for ETV. Bartley replies that the black community does not need help from "white do-gooders" and discusses alternative programming changes.

773. Monaghan, Robert R., and Campbell B. Titchener, "*EBR* Readership Profile Analysis," pp. 31-42.

The results are given for a readership survey undertaken by the authors. Of the questionnaires sent to 579 *EBR* subscribers, 34 percent were returned. The authors found most of the respondents fitted into one of two categories: the humanistic behavioral scientist, who was in essence a media scholar, and the media practitioner more interested in practical articles. Tables are included.

774. Emery, Walter B., "Nervous Tremors in the Broadcast Industry," pp. 43-51.

Recent rulings by the FFC left the broadcast industry disturbed. The decision to deny renewal of WHDH's (Boston) license indicated the FCC's desire to encourage diversity in media ownership. The discussion considers filing of competing applications for licenses, amendment of regulations governing the number of media outlets to be owned by one concern, comparative standards, and moves toward divestitures.

775. **Molnar, Andrew R., "Ten Years of Educational Technology," pp. 52-59.**

This article reviews the role played by educational media technology as encouraged by Title VII of the NDEA. The author considers the innovations in media, contrasts the potential of educational technology with its use, and analyzes the cost benefits to be derived from increasing the use of available technology.

776. **Paulu, Burton, "Europe's Second Chance Universities," pp. 60-82.**

Paulu examines the use of educational television and radio to serve European adults wishing to obtain university educations or to enrich their academic or professional skills. Such efforts in Poland, the Soviet Union, East and West Germany, and France are highlighted.

Volume 3, Number 4, August 1969

777. **Smetton, David, "Tell the People What is Happening in Education," pp. 3-6.**

Comprehensive information reporting the status of education, its needs and innovations, are recommended for public consumption. Through PBS/NER efforts to disseminate such information, public support of education and related matters could be fostered.

778. **Daniel, Lark, "ETV: The Future is Now," pp. 7-10.**

The author contends that public broadcasting is controlled by a small group of stations called the "Big Eight." Because these stations and NET supply most of the PBS program schedule, Daniel finds the system lacking in democracy. The creation of more production centers, especially in the Southeast, is encouraged.

779. **American Association of University Professors, "Statement on Instructional Television," pp. 11-14.**

This statement reflects the concern of television teachers for their rights to instructional and public television materials in which they appear. Copyrights and responsibilities are discussed. Negotiation and definitions of rights are highly recommended.

780. **Dimling, John A., Jr., "What Diversity in Television Means," pp. 15-22.**

The author explores the concept of diversity as it applies to the television medium. Noting the FCC, the Carnegie Commission on Educational Television, and the President's Task Force on Communications Policy, the author applies diversity either to program source or program type. Since the number of broadcasters (program sources) is limited, Dimling feels that the diversity needed must be met through different types of programming. The amount of program diversity to be tolerated by commercial broadcasters depends for the most part on the size of audience that a program may be expected to and will actually draw. Programs appealing to minority audiences would seldom be welcomed.

781. **Smith, James R., "Television Violence and Driving Behavior," pp. 23-28.**

This article reports research undertaken to determine the relationship between poor driving habits, as defined by police standards, and television program preferences. Using a matched sample of good and bad drivers, he concluded that one characteristic of the bad driver is a preference for violent television programs. Smith cautions, however, that a causal relationship cannot be assumed.

782. **Seibert, Warren F., "The Application of Readability to Educational Broadcasting," pp. 29-35.**

Formulas used to judge the suitability of written educational materials for a target group of learners are recommended for programs produced by educational television and radio. Improvements in instructional form and learning effectiveness may be achieved. Bibliography included.

783. **Orlik, Peter B., "South African Radio: Structure and Content," pp. 36-44.**

Recent developments in educational broadcasting in the Republic of South Africa are traced. The status of technological sophistication and programming is reviewed. Orlik cautions that evaluations of South African media must be exclusive of morality or political bias.

784. **Schiller, Herbert I., "Television Comes to Israel," pp. 45-52.**

The objectives, structure, financing, and programming of the new Israeli general television broadcasting system are reviewed. It is debated whether the system programming should be educational or entertaining in nature. Government controls are also discussed.

Volume 3, Number 5, October 1969

785. **Macy, John W., Jr., "Toward a Philosophy**

for Public Television Programming," pp. 5-9.

According to Macy, the present purpose of public broadcasting "...is to use this medium of communication to serve the American people in terms of education, information, enlightenment, and entertainment; to establish the medium not for just one-way communication but as a means whereby participation can be gained from ever broader and larger segments of the American people." The key element in this definition is the audience. Ascertainment of the composition, needs, and desires of the potential public television audience is recommended.

786. Horman, Charles/Ronald C. Bornstein (Reply), "The Producers Organize: Comment and Reply," pp. 10-16.

Horman writes of the formation of the Association of Public Television Producers, an organization that includes almost 90 percent of the personnel involved in the production of material for presentation on public television. The association issued a statement in April of 1969 calling for annual funding of PTV and for a more representative board of directors at the Corporation for Public Broadcasting. The original issue that brought the association together is echoed in the group's condemnation of PBS and CPB censorship moves. Bornstein then criticizes Horman for his narrow and rather dramatic perspective on the creation of the association.

787. Lee, Robert E., "Self-Regulation or Censorship," pp. 17-20.

A reprint of a speech by FCC Commissioner Lee, this article encourages the television industry to act as its own policeman when considering the broadcast of offensive or controversial program content. Any attempt to include a review of program content during license renewal proceedings is strongly opposed.

788. Siegle, Henry J., "A Look at the ETV Audience," pp. 23-29.

This article presents a distillation of the mass of data generated by the NET-commissioned survey of ETV audiences and includes a number of charts and summaries. The author concludes, "We received the overwhelming impression that the ETV audience is highly enthusiastic with a proprietary interest in ETV and its success. ETV audiences appear to identify far more intensely with educational television programming than commercial audiences with commercial programming. ETV viewers have a far more positive attitude toward noncommercial television than viewers in general. It can be said that ETV viewers make educational television part of their lives."

789. Tyler, I. Keith, "Using ITFS for Acculturation in a Minority-Group School," pp. 30-34.

The development and use of ITFS to produce programming designed to help mainstream minority students in Texas is reviewed. The project's effectiveness is evaluated.

790. Peters, John M., and William J. Barclay, "EDUSAT: Educational Television Satellite System for the 1970s," pp. 35-42.

A plan for an educational satellite system providing public television, as well as special and instructional television services, to the entire United States is described. The authors propose that the satellite be administered by a corporation much like the Corporation for Public Broadcasting. Signals should be receivable by any set equipped to receive UHF broadcasts. The services and organization of EDUSAT are discussed, as are the technical specifications for the construction and operation of the satellite.

791. Palmer, Edward L., "Research at the Children's Television Workshop," pp. 43-48.

The extensive preproduction research and development of the children's *Sesame Street* series is reviewed in this article concerning the Children's Television Workshop (CTW).

792. Nighbert, Keith J., "School Television Programming in Western Europe," pp. 49-51.

The author is impressed by the quality of television programs produced for use in Western European schools. He stresses that these programs frequently use location shooting and professional talent. Most programs are packaged in four- or five-unit series and attempt to motivate learning rather than teach facts. American educational broadcasters are asked to take note.

Volume 3, Number 6, December 1969.

793. Harley, William G., "Applying Satellite Technology to International Education," pp. 3-8.

Harley voices concern that the potential of communications satellites is not being encouraged or exploited by educators. The advantages of satellite interconnection are discussed for both industrialized and developing nations. The wide range of communication services and benefits is reemphasized.

794. Barron, Jerome A., "The Meaning and Future of Red Lion," pp. 9-11.

The author interprets the significance of the *Red Lion* case for broadcasters: the Fairness Doctrine and personal attack rules are held constitutional; broadcasters have no proprietary rights in their licenses; the First Amendment may contain an access-oriented interpretation; and the press, as well as broadcasting, may witness increasing government regulation. Barron draws conclusions throughout the article.

795. Bronson, Vernon, "When Educational Television Goes Public," pp. 12-15.

Representation of local ETV stations within the organizational structures of public broadcasting is addressed. Regarding program funding and decisionmaking, Bronson recommends their functions be placed within the jurisdiction of the Educational Television Service division of the NAEB. ETS is perceived as the most democratic and representative structure for individual ETV stations.

796. Mendelsohn, Harold, "What to Say to Whom in Social Amelioration Programming," pp. 19-26.

Through social science research methods, the target audience, content, and theme of a KCET-TV, Los Angeles, program series are refined. Mendelsohn reviews the development of the Hispanic series *Cancion de la Raza*.

797. Grossman, Michael B., "The Quasi-Nongovernmental Organization in Public Broadcasting," pp. 27-33.

The author analyzes public broadcasting, observing government funding and the hazards of government control in education, particularly at the university level. Public broadcasting's quest for autonomy parallels the earlier struggles of universities. Grossman asks public radio and TV to take note.

798. Parker, Lorne A., "The Development and Utilizations of Subsidiary Communications Authorization," pp. 34-43.

This article refers to the unique properties of the FM spectrum, which produce both a main FM channel and a subchannel for every frequency. The subchannel can be used for short-range broadcasting services such as music-casting, medical service radio, news service, weather warning, aircraft usage, and education. The author feels that more FM channel licenses should explore the potential of their subchannels for educational purposes.

799. Gordon, Thomas F., "An Exploration into Television Violence," pp. 44-48.

The results are reported for a study on the television preferences of rioters vs. non-rioters in the Detroit area. The author found no significant difference between the two groups in the type of television entertainment preferred, but some differences in the amount of television watched were revealed.

800. Lenihan, Robert A., and Timothy J. O'Sullivan, "Alienation and Threat Among the Technical Unions," pp. 49-58.

The status of various broadcast technical unions and the temperament of their members are considered. The authors conclude that alienation and insecurity coexist with hopes for professional growth and mobility. Unions and their members must be prepared to meet the challenges precipitated by new technology.

Volume 3, Special Issue 1969 (Convention Report)

801. Nixon, Richard M., "Message from the President," p. 3.

This brief message conveys the President's best wishes to the convention and stresses the need for the NAEB to remain committed to the issues of social responsibility, ethnic participation, quality education, and conservation.

802 Mannes, Marya, "Beggars or Choosers," pp. 4-9.

Based upon the quotes of Miss Mannes, this article stresses the necessity for public broadcasting to be courageous in its programming and system management. Only then will sufficient financial support be found.

803. Day, James, "The Social Responsibility of Public Broadcasting," pp. 11-14.

The concept of localism is discussed within the context of individual station social responsibilities. To avoid "controversial" programming provided by the PBS interconnection results in an uninformed public. Decisions to not carry the interconnection must be carefully weighed.

804. Hatcher, Richard G., "Broadcasters' Responsibility in the Urban Crisis," pp. 15-24.

The mayor of Gary, Indiana, calls for improved quality in all areas of educational broadcasting. Of special interest is the broadcast presentation of the black experience. Hatcher feels that broadcasters can influence the racial problems of America but questions their daring, willingness, and discriminatory hiring practices.

805. Moses, Charles, "International Broadcasting," pp. 25-32.

The needs and successes of educational broadcasting in other countries are analyzed. Broadcasting as an effective weapon against illiteracy is stressed. U.S. involvement in helping develop educational broadcasting in other nations is recommended.

806. Macy, John W., Jr., "Unique Opportunity for Public Broadcasting," pp. 35-39.

The president of the Corporation for Public Broadcasting stresses that public broadcasters are the only broadcasters spending all their time in pursuit of the public interest. He cites many of the medium's recent programming successes but also notes that if the public interest is to continue to be served, then the public broadcasters must be a dynamic force, not static.

807. **Allen, James E., Jr., "Technology and Educational Renewal," pp. 41-46.**

The author calls for expanded use of ETV to upgrade education, especially the education of the disadvantaged. He feels that ETV has not been used to its full potential because of educator resistance, small audience reach, and ETV's onus as programming providing "one shot miracles."

808. **DuBridge, Lee A., "New Opportunities in Public Broadcasting," pp. 47-52.**

Three areas that must come to the attention of educational broadcasters are stressed: crises in science, the environment, and education. The broadcast media must explore these crises through programming designed to discern solutions.

809. **Goodlad, John I., "Providing a Dynamic Environment for Learning," pp. 53-58.**

Goodlad faults the educational systems for their complacency and unwillingness to renovate and innovate. Technology's role in schooling is related to the broader picture of education's place in every individual's learning life. School should be destroyed as a 9 to 3 locked in egg crate; instead education should be treated as a concept, not a place.

810. **Magnuson, Warren G., "Remarks Accepting Award," p. 59.**

Magnuson traces his long involvement with educational broadcasting and expresses his hopes for its future.

811. **Harley, William G., "Report of the President," pp. 61-65.**

In his annual report to the NAEB membership, President Harley stresses how changing technology in broadcasting will offer new challenges for the year to come. The need to meet increasing social responsibilities is evident. New money, personnel, and strategies to meet future challenges are related to the task forces Harley has created.

Volume 4, 1970

Volume 4, Number 1, February 1970

812. **Cohen, Edwin G., "Continuing Public Education Broadcasting: Today and Tomorrow," pp. 3-11.**

Public broadcasting programming is discussed by the executive director of National Instructional Television (NIT), which undertook a study of continuing public education in broadcasting for CPB. He identifies changing concepts of programming and provides data on kinds and numbers of continuing education programs presented by noncommercial radio and TV. Current programming is considered irrelevant to social needs and inadequate in approach. Recommendations are made for improvement.

813. **Agnew, Spiro T./Frank Stanton (Reply), "Agnew Views Television News: Comment and Reply," pp. 12-22.**

The Vice-President's well-known remarks to the Midwest Regional Republican Committee Meeting in Des Moines are reprinted. Mr. Agnew blasts "instant analysis and querulous criticism" of Presidential speeches. Differences in First Amendment rights for newspapers and broadcasting are emphasized. In his reply, Stanton, then president of CBS, points out "misinformation, inaccuracies, and contradictions" in the Vice-President's speech. The context in which Agnew spoke is addressed, and the "grave implications" are explored.

814. **NAEB, "Report of the NAEB Board Committee on Long-Range Planning," pp. 23-30.**

Predicted technological developments (ranging from audio-video playback units to continental satellite relay systems) are examined for their potential in improving the analysis of audience needs and programming. The most profound impact is seen on program transmission and distribution. The capability of educational broadcasters to "embrace and exploit" new technology and apply it according to formulated objectives based on specific audience needs is cited as essential. Appended is a glossary briefly explaining the new technologies.

815. **Moynihan, Daniel P., "In Memoriam, Paul K. Niven, Jr.," p. 34.**

A eulogy to Paul Niven praises his abilities as a journalist.

816. **Hudson, Robert B., "Allerton House: Twenty Years After," pp. 35-38.**

A vice-president of NET praises leaders of educational broadcasting, using as a point of reference the Allerton House Seminars on Education (held at the University of Illinois, beginning in 1949). He credits the men assembled there for many years for having "sparked the development of a unique and innovative system of communication."

817. **Mock, Lester G., Paul A. Wurm, and Leo C. Foltz, "Determining Programming Priorities," pp. 39-43.**

Identifying current needs of society while anticipating and programming for the needs of the future is a major concern in determining program priorities. In delineating a systems approach employed by Oregon educational broadcasting planners, the authors discuss in detail their procedures for eliciting information on programming priorities through research on community needs.

818. **Morris, Albert J., "University-Industry Television, Radio and Telephone Links," pp. 44-52.**

The author reviews interconnection advances in the last decade and makes predictions for developments in the 1970s. The future will see a proliferation of local university-industry instructional networks and their interconnection by microwave, ITFS, or hardware lines.

Volume 4, Number 2, April 1970

819. **Carpenter, C. R., "The Commission on Instructional Technology and Its Report," pp. 3-10.**

In accordance with the Public Broadcasting Act's authorization of a comprehensive study of instructional broadcasting, the Commission on Instructional Television was formed in 1968. A member of that commission's executive committee reports on its membership, purposes, methods, and procedures. He cites a number of propositions "generally accepted" by the committee and areas of uncertainty. Specific recommendations are discussed.

820. **Meaney, John W., and Robert J. Gwyn, "Proprosal for Action: Space Grant Act and Satellite-to-Home Radio," pp. 11-18.**

A brief report on the December 1968 Conference on Telecommunications and Education sponsored by JCET. The question of who should develop our domestic communication satellites is discussed.

821. **Wade, Serena E./Henry J. Siegle (Reply), "Another Look at the ETV Audience," pp. 19-23.**

Methodological shortcomings of ETV audience studies present serious distortions, the author claims. In particular, she describes bias in the Siegle sample method. Following her article is Siegle's reply.

822. **Greenberg, Bradley S., and Gerhard J. Hanneman, "Racial Attitudes and the Impact of TV Blacks," pp. 27-34.**

The methods, anticipated differences, and results of a survey attempting to determine the impact of blacks on TV on black and white audiences are described. The authors discuss data in regard to black/white viewer differences, white attitudes toward militant blacks, and white attitudes toward moderate blacks. An unanswered question remains the impact of television blacks on young white children.

823. **Magnuson, Osgood T., "Improving Public Debate with Television and Social Organization," pp. 35-38.**

The author discusses the contribution public television can make by serving to facilitate participation in democracy and public debate. He describes *Town Meeting*, an experimental TV program in Minnesota and South Dakota.

824. **Cass, Anglica W., "Television's Future in Reducing Illiteracy," pp. 39-43.**

Television is no panacea for adult illiteracy, the author states, but when properly utilized, it can be a productive part of a campaign to teach adults to read. Recommendations for a TV program for illiterate adults are made. Cass also lists basic questions concerning the target population, motivation, and adult learning; he answers which are of consequence in planning such a program.

825. **Colihan, William J., Jr., "Advertising Public Television," pp. 44-50.**

The procedures and results of a study commissioned by CPB to determine the effects of newspaper advertising in program promotion on ETV audience size are presented and analyzed.

Volume 4, Number 3, June 1970

826. **Blanchard, Robert O., "Station Managers *Versus* NET Producer: Conflict over Subjectivity," pp. 3-6.**

The controversy surrounding WETA-TV's decision not to carry the NET documentary "Who Invited US?" is reviewed. The author warns of barriers to PTV presentations that are part of "the growing number of excellent subjective documentaries."

827. Schwartz, Louis, and Robert A. Woods, "Dollars for Education in CATV," pp. 7-16.

The authors discuss educational broadcaster concerns about CATV's local station carriage and program duplication. They feel that such concerns, though valid, should not mask the potential of CATV as a financial and programming resource for educational broadcasting. This potential is described in depth, and the authors point out practical and legal problems confronting educational broadcasters venturing into CATV.

828. Stebbins, Gene R., "Pacifica's Battle for Free Expression," pp. 19-28.

Areas of controversy surrounding the operation and programming of the Pacifica radio stations, their histories, and no-sponsor, subscription financing are described. Specific FCC inquiries, Pacifica responses, and the general subject of freedom of expression are discussed. Stebbins points out that when Pacifica licenses were in peril, not only did commercial broadcasters remain silent, but so did educational broadcasters.

829. Belson, William A., "Measuring the Influence of Television Programs and Campaigns," pp. 29-37.

The author points out that despite the plethora of opinions on effects of television, comparatively little empirical research is conducted. Little awareness of the research technology available for such investigations is faulted. Research methods which are useful in assessing program effects are provided. Specific exemplary studies are also cited.

830. Mitchell, Jack, "BBC Radio Goes Generic for the 70s," pp. 38-48.

In 1970, the BBC reversed some of its most fundamental radio operating principles, substituting "generic" programming for "mixed" programming. Under the new plan, each of the four channels specialized in a specific type of programming (pop, MOR, classical, news-talk-public service-drama). The reasons for this change and the expected effects are discussed.

831. Gagné, Robert M., "Learning Theory, Educational Media and Individualized Instruction," pp. 49-62.

The author of *The Conditions of Learning* discusses and identifies the limitations of traditional instructional methods. How instruction is related to specific learning theories is explored through the works of B. F. Skinner, R. M. Gagné, D. P. Ausubel, and Neal Miller. He concludes with general comments on instructional uses of media.

Volume 4, Number 4, August 1970

832. Doan, Richard K., "Bring on the Sons of *Sesame Street*," pp. 3-6.

The *TV Guide* critic asks of public television, "If commercial TV turns people off—will they turn to you, of just turn off?" Doan urges public television to develop a strong sense of identity and to articulate priorities. "Important and realistic" priorities are suggested.

833. Morison, John R., and Donald R. McNeil, "State Supreme Court Rules Political Programming May Not Be Restricted," pp. 7-14.

In June 1970, the Maine Supreme Court ruled that a state statute limiting public affairs programming was unconstitutional. The authors describe the background of that ruling and present an edited version of the FCC brief filed with the Maine Supreme Court in support of the plaintiff, the University of Maine.

834. Loevinger, Lee, "The Voiceless Muse: A Mission for Broadcast Promotion," pp. 15-21.

The former FCC commissioner and assistant attorney general charges that "most of the articles printed about television are sensation-mongering denuciations manifesting confusion, ignorance, and. . .fanatic rage." He specifically discusses an article by Thomas Hoving, "TV Violence," for which he charges he was denied a reply. Loevinger considers media criticism in general and calls for more scholarly, responsible, and rational discussions of television.

835. Onder, James J., "Personal Change Through Self-Confrontation," pp. 23-32.

Videotapes made during therapy sessions are of use to psychotherapists in helping patients establish realistic self-perception. Research experiments in this use of videotapes are described.

836. Emery, Walter B., "Broadcasting in the USSR 100 Years After Lenin's Birth," pp. 33-39.

Present policies and patterns of broadcasting in the Soviet Union are described, including TV facilities, transmission structure, programming, commercials, ETV, research, propaganda, and the American image portrayed through Russian media.

837. Clyde, Robert W., and Joseph T. McDermott, "Minority-Produced Television: Problems of Policy and Measurement," pp. 40-44.

Black Voices, produced by a Minneapolis ETV station, sought to present to both black and white audiences a diverse range of the views of black citizens. Some of the special problems in assessing the impact of the series on various community groups are discussed.

838. **Walsh, Russell, "Music Presented as Information—Not Entertainment," pp. 45-48.**

Music programming on public radio is discussed by the author, who suggests that a piece of music should be presented as an item of information rather than as entertainment. Selections should be chosen in order to expand a listener's awareness of the world.

Volume 4, Number 5, October 1970

839. **Bair, George E., "The Haunted House of Public Television: Reconceptualizing ETV's Self-Image," pp. 3-7.**

The author discusses cliches inherited by public television that hamper achievement of its full potential. From PTV's commercial broadcaster benefactors are inherited mass audiences, scheduling, networking, ratings, and the personality syndrome. From education, a distrust of entertainment and arrogance are adopted.

840. **Fairfax, Jean, "Contributing to Black Rage," pp. 8-10.**

The author discusses how media have contributed to "black rage" by "laying out the goodies of an affluent society from which the growing black underclass is increasingly aliented." Additionally the media present a daily reminder of white America's unwillingness to deal with blacks as mature, complex, and serious human beings.

841. **Waple, Ben F., and William R. Smith, Jr., "FCC Warns State Net About Decision Making," pp. 11-14.**

A report is given of FCC action regarding the controversial decision of a Mississippi ETV station not to carry *Sesame Street*, allegedly because of its integrated cast.

842. **Ulrich, Roger E., "A Behavioral View of *Sesame Street*,"** pp. 17-22.

Differences and similarities between behavioral learning theory and the instructional approach of *Sesame Street* are discussed by the author. He suggests that "if 'tricks' will cause children to learn, then children should be tricked. If 'selling' the alphabet and numbers will cause children to learn, Madison Avenue should be welcomed to education."

843. **Cusack, Mary Ann, "New Media in Africa: Trends and Strategies," pp. 23-30.**

After spending four years in planning, implementing, and evaluating U.S. mass media programs in Africa, the author (associated with the State Department) summarizes African experiments and projects in the use of educational technology.

844. **Lynch, James E., and Richard Stromgren, "Breaking Down a False Dichotomy: Feature Films and Public Television," pp. 31-40.**

The author discusses the showing of feature films on commercial TV and the educational and financial value of presenting them on public television. He argues that movies should not be relegated only to the commercial, entertainment sphere. The physical and attitudinal differences found when viewing a film in a theater *versus* on the home TV screen are also noted.

845. **Jamison, Dean, "Planning the Use of an Instructional Satellite," pp. 41-53.**

Political, legal, and financial factors in the creation of a satellite communication system are discussed. Observations in regard to planning for educational uses are considered. Three planning levels are identified. The first concerns the allocation of resources within developing countries according to their budgetary constraints. The second phase allocates the educational budget monies, and the third establishes curriculum planning. Nigeria and Brazil are used as models.

Volume 4, Number 6, December 1970

846. **Mendelsohn, Harold, and Melvyn M. Muchnik, "Public Television and Political Broadcasting: A Matter of Responsibility," pp. 3-9**

The authors suggest that the political and broadcast economics enmeshed in equal time provisions have relegated political campaign broadcasting to the strategems of the ad agency and the spot announcement. Substantive issues are lost. The results of a study on political broadcasting during the 1968 campaign are discussed, and the authors make recommendations for political broadcasting policies in public television.

847. **Capp, Al, "And Now a Word from Dogpatch," pp. 10-12.**

Comments assembled from Capp's radio show reveal his attitude toward public television as "a network which is mainly the voice of those who despise the average guy and encourage his kids to despise him." ETV programming, news coverage, executive personnel, and financing are considered. (See also No. 848)

848. **Breitenfeld, Frederick, Jr., "An Open Plea to Al Capp," pp. 13-15.**

The executive director of the Maryland Center for Public Broadcasting responds to accusations made by Al Capp about public television (No. 847). Breitenfeld indicates that it is not a monolithic conspiracy, 99 percent anti-conservative in management and programming. He asks Mr. Capp to be part of the solution rather than part of the problem.

849. **Halloran, James, "Mass Communication in Society: The Need of Research," pp. 17-33.**

The author reviews the present state of mass communication research, and includes research conducted in developing countries. What research has revealed to date, research in educational media use, and areas which require more investigation are summarized.

850. **Carpenter, C. R., "Improving the Quality of Instructional Materials," pp. 34-46.**

The president of the Joint Council on Educational Telecommunications (JCET) discusses a study of instructional methods carried out in preparation for the Commission on Instructional Television authorized by the 1967 Public Broadcasting Act. Procedures and methods are discussed.

851. **Young, Elizabeth L., "Public Radio in the Seventies," pp. 47-52.**

The Director of Station Information for NPR recounts financial problems facing public radio and recent trends in public radio programming.

Volume 4, Special Issue 1970 (Convention Report)

852. **Harley, William G., "The Challenges to Educational Communicators," pp. 3-7.**

The president of the NAEB refers to the statement that "the justification of educational broadcasting is its single-minded service to the public interest, convenience, and necessity." In this context, community involvement and interest in educational reforms are encouraged. The ability for the system to adapt to change is also stressed.

853. **Macy, John W., Jr., "Dealing with Reality," pp. 8-12.**

The president of the CPB briefly summarizes programming events of 1970 and the results of a Harris PTV audience survey. He stresses that the future of public broadcasting will be limited unless it soon proves it has earned a system of adequate and permanent financing.

854. **Quayle, Donald R., "NPR Program Development." pp. 13-17.**

The president of National Public Radio discusses its functions as a national organization with responsibility for production, acquisition, and distribution of high-quality programming or noncommercial radio stations. Quayle describes inter-media audience competition and seven initial priorities for NPR program development.

855. **Burch, Dean, "Responsibility and the Public: A Give and Take," pp. 18-20.**

In a brief address, the chairman of the FCC identifies the government's obligation to PTV to provide adequate and permanent financing, independent of ordinary budgeting and appropriations procedures. The obligation of PTV to the public is to discover and serve, despite risks, the problems and needs of the community. He emphasizes the necessity of strong local PTV stations.

856. **Hickel, Walter J., "Public Broadcasting and the Environment," pp. 21-23.**

The Secretary of the Interior addresses the role public broadcasting can play in environmental education and outlines the educational services offered by the Department of the Interior.

857. **NAEB, "Distinguished Service Award: C. Scott Fletcher," p.24.**

The career of C. Scott Fletcher and his contributions to educational broadcasting are described in this presentation of the Distinguished Service Award of the NAEB.

858. **Fletcher, C. Scott, "NAEB Distinguished Service Award Acceptance Speech," pp. 25-26.**

Fletcher briefly recounts his assignment with the Fund for Adult Education and reflects upon the NAEB's most crowning achievement, the establishment of the Carnegie Commission.

859. **Henderson, Vivian, "Meeting the Tastes, Needs, and Desires of the Black Community," pp. 27-30.**

The president of Clark College describes efforts made by blacks in challening license renewals. The expectation is that better programming and improved employment patterns will result. Henderson outlines communications programs being developed at several black colleges.

860. **Harley, William G., "Report of the NAEB President," pp. 31-33.**

The president of the NAEB reviews the responses to two petitions made at the 1969 Convention—that the Board of Directors give its attention to minority affairs and to civil liberties.

861. **Nixon, Richard M., "Message from President Nixon," p. 34.**

A message of encouragement to educational broadcasting cites social goals which require "a stimulating, sound, and constructive system of information" and calls for responsible programming.

862. **Fellows, James, "1970 Convention: Post Mortem," pp. 35-38.**

In comparing the 1970 NAEB Convention with the 1967 Convention, the secretary of the NAEB finds a present emphasis on educational reform, social issues, minority representation, youth, and technological achievement. He identifies a new diversity of constituents as a sign of public broadcasting's maturity. Suggestions are made for revamping the annual business meeting at the Convention.

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Volume 5, Number 1, February 1971

863. **Titchener, Campbell, "Pacifica Radio in Houston: Off and On Again," pp. 3-7.**

The author describes the ambience of Houston and the city's reaction to Pacifica Radio KPFT-FM, a twice-bombed station associated (by the conservative populace) with suspect anti-social liberal activities.

864. **Marks, Leonard H., "Why Not an American Domestic Satellite Now?" pp. 8-12.**

A brief history of the use of communications satellites both in the United States and abroad. The organization, services, and utilization of satellite systems are explored. Marks feels that despite economic risks, satellite service, especially domestic, should proceed immediately.

865. **Pirsein, Robert W., "How McCarthy Made Shambles of the Voice of America," pp. 15-24.**

The 1953 investigation into the engineering, programming, and management of the Voice of America is traced. Pirsein feels that through skillful mishandling of the investigation and by taking advantage of external and internal factors, McCarthy almost destroyed the VOA, even though no instance of Communist sabotage or subversion was revealed.

866. **Miles, James S., "Individualization of Instruction Through Reorganization," pp. 25-29.**

Miles proposals are intended to help education take advantage of the individualized instruction capacity of new media. Eight operational units are described: instructional program, curriculum counseling, space utilization, storage and retrieval, computer program, electronics system, quality control, and an administrative system.

867. **Meyer, Richard J., "Educational Broadcasting in Thailand: A Microcosm of Asia," pp. 30-34.**

Based on observations while serving as media consultant to the director of UNESCO in Asia, Meyer describes the status of and plans for educational broadcasting in Asia—focusing on India, Singapore, the Philippines, and Thailand. Although radio has been in existence in every Asian state for many years, and television has been established in many, both media are underutilized as resources for education. The author asks for the assistance of developed nations.

868. **Trohanis, Pascal, and Michael Du Monceau, "Factors to Consider When Designing Television Pictorials," pp. 35-42.**

Not having fully utilized its visual capacities, instructional television and its visual designers are urged not to assume that "seeing a picture is enough to ensure learning from it." The authors present a framework for improving visual communication through television; five preproduction considerations are outlined.

Volume 5, Number 2, April 1971

869. **Newsom, Carroll V., "The Age of Change: A Perspective on Education," pp. 3-8.**

Educators and all other "entrenched interests" should not persist in maintaining institutions outmoded by the rapid changes in our society. A necessary systematic reworking of present patterns of education would be based on the principle that all education is really self-education. Community, environmental, and technological variables would be examined and utilized.

870. **Rubinstein, Eli A., "Television and Social Behavior: A Challenge for Research," pp. 9-11.**

Rubinstein describes the research examined by the Surgeon General's investigation into violence, television, and social behavior. (See also No. 969)

871. **Nuss, Eugene M., and Emile G. McAnany, "The Role of Instuctional Television in the Educational Reform of El Salvador," pp. 17-25.**

The authors feel that television is and will continue to be one of the major components of educational reform in El Salvador. They discuss how educational planners have made instructional television an integral part of broad considerations and reforms rather than as an inexpensive substitute for well-trained teachers. With an awareness of behaviorally defined objectives, the planners have viewed and implemented ITV as a catalyst in finding different ways of evaluating student achievement, expanding students' information systems, retraining teachers, and restructuring the curriculum and the supervisory system.

872. **Blank, David M., "Pleasurable Pursuits," pp. 26-30.**

In discussing leisure activities, Blank categorizes the spectator/participants as either active or passive. Different types of spectator/passive activities are analyzed. Patterns, based upon demographics and time spent with an activity, are explored.

873. **Browne, Donald R., "The World in the Pentagon's Shadow," pp. 31-48.**

The author considers the Armed Forces Radio and Television Service and AFN Europe as international broadcasters and discusses their history, organization, staffing, program policy, broadcast schedules, and audience impact. He feels that there is no evidence to indicate that the military deliberately intends for its overseas broadcast stations to address and influence foreign audiences, although "spokeman ... concede that the military stations cannot escape identification as official voices of the U.S. government."

874. **Sterling, Christopher H., "Broadcasting Textbooks I: Industry and Effects," pp. 49-56.**

In the first of a series of articles, the author describes the need to evaluate texts and specifies the methods and scope of his survey. A critical evaluation of approximately 50 books is given for the categories of broadcasting and society, history of broadcasting, law and regulation, management, educational broadcasting, entertainment, and public affairs programming on commercial television, and audience and effects. (See also No. 881)

Volume 5, Number 3, June 1971

875. **Blakely, Robert J., "Shaping the Future," pp. 3-14.**

Social consciousness in communications should be achieved by allowing technology to be directed by human policy. Lack of funding and coherent cooperative planning have prevented public broadcasting from fulfilling such a social responsibility. Careful planning for the future of technology's roles is needed; several guiding principles are offered.

876. **Berkman, Dave, "The Learning Industry and ITV," pp. 19-24.**

Berkman discusses the potential for a commercial system of instructional television. He describes the elements of a possible commercial ITV set-up, briefly examines why ITV has not lived up to its predicted potential, and cites obstacles that must be overcome by a commercial ITV system if it is to achieve financial success.

877. **Deterline, William A., "Destroying Educational Myths and Superstitions," pp. 25-28.**

In this article, a reprinted chapter from his book *Curriculum Design in a Changing Society*, Deterline discusses the shortcomings of traditional curriculum designs and proposes that stimulus-oriented learning approaches be replaced by those that are response-oriented.

878. **Masani, Mehra, "Global Broadcasting: Linguistic and Cultural Problems," pp. 29-34.**

Barriers to effective international communication are discussed. Why international broadcasts to Asia fail to have the impact for which they were designed is underscored.

879. **Redding, Jerry, "'Castro-ating' the Media," pp. 35-42.**

A history of media consolidation and the utilization of Cuban broadcasting by Fidel Castro is given. Redding describes the party's use of the media in both internal and external broadcasting.

880. **Park, Rolla Edward, "Television Station Performance and Revenues," pp. 43-49.**

Evidence from research studies supports broadcaster contentions that "quantity and quality of public service and local programming are positively related to station revenue."

881. **Sterling, Christopher H., "Broadcasting Textbooks II: Production and Performance," pp. 50-56.**

Part II of this series on broadcasting textbooks concentrates on post-1960 texts in the performance and production areas. Forty-nine volumes are evaluated. (Previous installment: No. 874) (See also No. 895)

Volume 5, Number 4, August 1971

882. Singer, Arthur L., Jr., "The Carnegie Report Revisited," pp. 3-10.

Singer, instrumental in initiating the Carnegie Commissions, compares the present course of public television with the course proposed by the commission. He discusses the plan for public broadcasting to be a pluralistic system in which decision making is widely dispersed. The present system, he says, is not pluralistic but is dominated structurally be CPB, PBS, and the Ford Foundation.

883. Wax Mel, "Doing for News What *Sesame Street* Did for Children's Programs," pp. 11-13.

The executive producer of KQED's *Newsroom* underscores the failure of public television to develop a first-class national news program as a serious shortcoming. He describes the San Francisco version of *Newsroom* and briefly mentions its counterparts in Washington, D.C., Dallas, and Pittsburgh.

884. Gillard, Frank, "Putting Journalism First," pp. 14-18.

The former managing director of BBC Radio discusses the principles and practice of BBC news and public affairs programming.

885. Friendly, Fred W., "Edward R. Murrow's Legacy and Today's Media," pp. 19-23.

In a tribute to Edward R. Murrow, Friendly describes his contributions to broadcast journalism and the relevance of his views on the need for news analysis. Friendly suggests that a continuing critique of the media and news coverage could be carried out by public television in the form of community-originated weekly TV seminars.

886. Dieuzeide, Henri, "Educational Technology and Development of Education," pp. 25-42.

The author provides a basic review of theoretical and practical approaches to educational technology (audiovisual communication, learning labs, data banks) and suggests directions for technological innovations.

887. Onder, James J., "The Sad State of Vatican Radio," pp. 43-5[illegible].

A comprehensive history of Vatican Radio is followed by suggestions for "bold new policies and structures" through which it can fulfill its international potential.

Volume 5, Number 5, October 1971

888. Mayes, Bernard, "Tribal Radio in San Francisco," pp. 3-6.

The director of radio programming at KQED, San Francisco, describes its "community radio" programming. Community groups develop, fund, and produce programs for a built-in constituent audience and for a public at large. The concepts of audience fragmentation and mass audiences are also discussed.

889. Feddersen, Donley, "Memorandum on PBS Standards of Practice," pp. 7-12.

The author discusses and suggests several changes in the "Policy on Program Standards and Practices" considered at a public broadcasting conference. PBS is urged to accept editorial responsibility for programs it distributes.

890. Biderman, Albert D., "Kinostatistics for Social Indicators," pp. 13-19.

Knowledge about social conditions contributes to rational social policies, Biderman asserts, but he finds that attempts at reporting the social condition have had disappointing effect. Such failures are the result of conflicting needs to produce scholarly accuracy and complexity while trying to communicate with nonspecialists. Biderman discusses means for overcoming these problems through kinostatistics.

891. Nordenstreng, Kaarle, "A Policy of News Transmission," pp. 20-30.

In excerpts from a report commissioned by the Finnish Broadcasting Company to establish objectives for news programming, the author discusses current views of broadcasting's journalistic role. Citing the dialectical relationship between researchers and broadcast "practitioners" involved in specific news reporting, the author reviews the report's conclusions and criteria.

892. Koenig, Allen E., "Fundraising for Public Broadcasting," pp. 31-34.

Since the public benefits from public broadcasting, it is reasonable to consider the public as a regular source of revenue, approached professionally and according to a long-range plan. Other sources of revenue are also discussed—aid from federal and state governments, foundations, and corporations.

893. Borton, Terry, "Dual Audio Television," pp. 35-44.

Educational TV programs are a small portion of children's viewing time. Though pre-school children watch a daily average of seven hours of television, they come to school with little information, verbal or otherwise, gained from this passive experience. The author discusses the structure and feasibility of a "dual audio television" system now being tested in which a radio receiver on a TV set can broadcast an announcer speaking to children about the particular program they are watching. The supplemental audio can be used to increase definitional, visual, verbal, and other skills.

894. Mendelsohn, Harold, "*Cancion de la Raza* Revaluated," pp. 45-53.

The viewing audience of a 65-episode, soap opera format series, targeted for Mexican Americans, is analyzed in terms of audience demographics, leadership, anomie, viewing situation, financial status, and reactions to programs. A discussion of the overall effectiveness of *Cancion de la Raza* follows.

895. Sterling, Christopher H., "Broadcasting Textbooks III: Foreign and International," pp 54-63.

In the third part of his series, Sterling evaluates textbooks published since 1960 on international broadcasting. He discusses texts in the following divisions: general foreign/international, legal and technical aspects, comparative systems (concentrating on Britain, Europe, the USSR, China, Japan, and Canada), developing areas (Asia, Africa, and Latin America), educational media (developing areas and Britain, Japan, and China), and the U.S. role abroad (including the USIA and VOA). (Previous installment: No. 881) (See also No. 923)

Volume 5, Number 6, December 1971 (Convention Report)

896. Whitehead, Clay T., "Local Autonomy and the Fourth Network: Striking a Balance," pp. 3-6.

Public broadcasting policy is the subject of Whitehead's famous convention address. Specifically, he criticizes CPB/PBS programming policies and the CPB structure "that was to be built on a bedrock of localism."

897. Burch, Dean, "Community Leadership: Hallmark of Public Broadcasting," pp. 7-9.

The chairman of the FCC speaks to the 1971 NAEB Convention about the role of public broadcasting in serving community needs. Although the FCC had not yet required noncommercial licensees to conduct ascertainment and to produce annual reports of their actions, Burch urged the stations to begin these procedures informally on their own. The potential of CATV for use by public broadcasters and minority hiring practices were also discussed.

898. NAEB, "Distinguished Service Award: Vernon Bronson," p. 10.

The NAEB praises Vernon Bronson for his contributions to education and communications.

899. Marland, Sidney P., Jr., "Educational Telecommunications—The Future is Now," pp. 11-16.

The immediate need to use existing educational technology is discussed by this HEW Commissioner of Education. The intentions of the Office of Education are revealed for several developmental projects (CATV, ITFS, hardward/software, grants-in-aid).

900. Harley, William G., "Report of the NAEB President," pp. 17-20.

Harley discusses the advisability of federal funding administered by licensees and local authorities and urges further decentralization in public broadcasting.

901. NAEB, "Educational Broadcasting and Public Responsibility," pp. 21-25.

The report from the NAEB Task Force on Educational Broadcasting explains the rationale behind the NAEB statement on First Amendment rights. The task force also articulates the basis for future policy statements and its "principles for educational broadcasting."

902. Strass, Thomas Petry, "An Educational Media Newsletter from Israel," pp. 26-30.

The history, organizational structure, and programming of Israel's Instructional Television Centre are described.

903. Shayon, Robert Lewis, "All in the Network," pp. 31-32.

Shayon's reprinted *Saturday Review* column discusses the controversy surrounding the FBI segment prepared for *The Great American Dream Machine.* Programming policies and the question of whether PBS should be a postal delivery service or a gatekeeper are explored.

904. Gillard, Frank, and Kenneth Adam, "In Defense of BBC Programming," pp. 33-35.

The former president of BBC Television and the former managing editor of BBC Radio answer criticism on BBC structure and programming.

905. Felsenthal, Norman, "MPATI: A History (1959-1971)," pp. 36-44.

Drawing largely from personal interviews with people instrumental in the development of the Midwest Program for Airborne Television Instruction, the author chronicles its history, including FCC opposition to the project.

906. Himmelweit, Hilde T., "Education and Broadcasting—A Perspective," pp. 45-53.

The author discusses the role of educational broadcasting in societal change in terms of organization, research, programming, and promotion of social awareness within and among countries.

907. Bronson, Vernon, and Alfred F. Edmunds, "The Cooperative Use of Instructional Technology to Cope with the Crisis in Higher Education," pp. 54-66.

Bronson and Edmunds suggest organizational consolidation and cooperation as the answer to instructional television's financial difficulties. They provide an exemplary systems design for Florida.

Volume 6, 1972

Volume 6, Special Issue 1972
CBS and Congress: "The Selling of the Pentagon" Papers

908. Chapter I: "Communiques," pp. 1-42.

This chapter contains much of the official communication which was sent back and forth among the Special Subcommittee on Investigations of the Committee on Interstate and Foreign Commerce, CBS, the Federal Communications Commission, and CBS legal counsel. The June 15th and April 27th letters to CBS from its counsel, Wilmer, Cutler and Pickering, clearly identify the legal principles on which CBS relied when Dr. Frank Stanton declined, June 24, 1971, to produce the materials demanded in the revised subpoena and to answer any questions about the preparations of the "Selling of the Pentagon." (See also No. 909)

909. Chapter II: "The Committee Report," pp. 43-117.

On July 13, 1971, the House Committee on Interstate and Foreign Commerce issued its report of the Special Subcommittee on Investigations findings. In addition to a majority view, this chapter contains a minority view and opening statements to the Special Subcommittee on April 30th and June 24th by the Chairman. All are taken from House Report 92-349, *Proceedings Against Frank Stanton and Columbia Broadcasting Systems, Inc.* (Previous installment: No. 908) (See also No. 910)

910. Chapter III: "Background and Commentary," pp. 119-129.

A recent statement by CBS of news and public affairs operating standards and the history of congressional contempt citations appear in this section along with editorial comment by Tom Wicker, William F. Buckley, Jr., and Neil McNeil. (Previous installment: No. 909) (See also No. 911)

911. Columbia Broadcasting System, "CBS Operating Standards: News and Public Affairs," pp. 120-124.

A memorandum collating and restating CBS news policies in the following areas is reprinted: filming a news event, interviews and discussions, editing, prerecording, film not made in the presence of a CBS correspondent, correspondents' sign off, payment to the interviewees, and investigative reporting. (Previous installment: No. 910) (See also No. 912)

912. No author named, "Contempt History" (from the *Congressional Quarterly*, July 10, 1971), pp. 124-125.

This is a brief review of Congressional actions on contempt of citations, before and after 1945, when Congress began referring its citations to the Justice Department for prosecution. (Previous installment: No. 911) (See also No. 913)

913. Wicker, Tom, "CBS Stands up," pp. 125-127.

A column by Wicker, originally published in the *New York Times*, considers and criticizes both the House Commerce Committee's subpoena of CBS in regard to release of "The Selling of the Pentagon" materials and Chairman Harley Staggers' "headlong rush to a vote" on the contempt citation after the refusal to answer the subpoena. (Previous installment: No. 912) (See also No. 914)

914. Buckley, William F., Jr., "Stanton *Versus* Congress," pp. 127-128.

A column by Buckley chronicles the CBS and Congress controversy over "The Selling of the Pentagon," in addition to identifying his interpretation of the issues involved and the nature of congressional pressures. (Previous installment: No. 913) (See also No. 915)

915. Conley, Robert, and Neil McNeil, "Robert Conley Interviews Neil McNeil," pp. 128-129.

Neil McNeil, congressional correspondent for *Time* magazine, discusses the dynamics of the congressional rejection of Staggers' case against CBS for contempt of Congress. (Previous installment: No. 914) (See also No. 916)

916. Chapter IV: "Remarks from the Floor," pp. 131-144.

From the floor of the House of Representatives, Congressman Van Deerlin of California complained that the *Congressional Record* was guilty of "virtually all the sins that CBS has been accused of in the instant citation." Other legislators supported the citation. Many usually liberal congressmen backed the citation while many normally conservative representatives endorsed the CBS position. This chapter presents a sampling of opinions from the House of Representatives' floor. (Previous installment: No. 915)

Volume 6, Number 1, February 1972

917. **Schwartz, Louis, and Robert A. Woods, "Access Avenues for Public Broadcasters," pp. 1-19.**

Various means of media access being charted by the FCC and the courts, and their interpretations, are described and discussed: citizens' access at renewal and assignment time; the Fairness Doctrine; ascertainment; programming input; public-access cable channels, access to ownership and operations through governing boards, advisory groups, and staff.

918. **Bennett, Sandra W., "Ascertainment of Community Needs: Where is Public Broadcasting?" pp. 20-25.**

The development of the FCC mandate for ascertainment and serving community needs is reviewed. Bennett questions the exclusion of educational broadcasters from the requirement.

919. **PTV Managers Council, "Letter to OTP Director Clay T. Whitehead," pp. 26-30.**

This letter expresses the PTV Managers Council concern for the long-range financing and organizational structure of public television. Their understanding of the basic issues involved is represented.

920. **Toohey, Daniel W., "Section 399: The Constitution Giveth and Congress Taketh Away," pp. 31-37.**

The author criticizes the denial of First Amendment rights to public broadcasting stations and argues the unconstitutionality of such denials.

921. **Monaghan, Robert R., "The Repertory Grid: Application to Ascertaining Viewer Needs," pp. 38-47.**

The author describes the Repertory Grid, a means of "checking out the ways in which a person deals with the world without being judgmental about him." The grid's theoretical base and its application in audience research are discussed. Monaghan reports the instrument as far superior to the current audience rating systems; it is subtle and yields infinitely more information about mass communication processes.

922. **Dominick, Joseph R., "Television and Political Socialization," pp. 48-56.**

The role of television as a teacher of political facts and attitudes to children is described through the author's study.

923. **Sterling, Christopher H., "Broadcasting Textbooks IV: General Mass Media," pp. 57-65.**

In Part IV of his series of bibliographies, Sterling evaluates 71 general communications volumes published since 1960. He finds little need for more general introductory readers. Books are discussed under the following headings: general introductory texts, media history, media journalism, media theory, media effects, control-responsibility, basic readers, advanced readers, British media, and reference works. (Previous installment: No. 895) (See also No. 963)

Volume 6, Number 2, April 1972

924. **Slawson, John, "How Funny Can Bigotry Be?" pp. 79-82.**

The author criticizes *All in the Family* for condoning bigotry and evaluates the program's possible impact upon racial, religious, ethnic, and national tolerance.

925. **Curran, Charles, "Our Proper Concern," pp. 83-88.**

The director-general of the BBC identifies the public's right to know as the proper and primary concern of broadcast journalists in presenting news and commentary.

926. **Reed, Oscar, Jr., "Communications Networks for City Renewal," pp. 91-96.**

Ways in which city planners can utilize new communications technology are suggested. For example, "neighborhood communications centers, built in conjunction with decentralized offices for other community services" could offer innumerable services for the individual and make possible far greater community and individual input into decisions with local impact.

927. **Tickton, Sidney G., "Instructional Technology in the Developing World," pp. 97-104.**

The author indicates that numerous countries will be using educational technology to implement educational reform. Media use as a catalyst for change, particularly in El Salvador, Niger, and American Samoa, is discussed.

928. **Burke, John E., "The Public Broadcasting Act of 1967: Part I: Historical Origins and the Carnegie Commission," pp. 105-119.**

In the first installment of a three-part article on the Public Broadcasting Act of 1967, Burke charts its background, discusses the Educational Television Facilities Act of 1956, the first National Conference on Long-Range Financing of ETV and its recommendations, the formation of the Carnegie Commission, and the individuals in both government and broadcasting who were instrumental in organizing, shaping, and supporting ETV. The role of the NAEB and the NAEB structure are also considered. (See also No. 932)

Volume 6, Number 3, June 1972

929. **Seibert, Warren F., "Broadcasting and Education: ERIC/EBR Annual Review Paper," pp. 139-150.**

In a review of educational broadcasting, the ever-changing and improving state of technological developments (including microteaching and videocassettes) is contrasted with programming, where change seems limited to *Sesame Street.*

930. **FCC, "Memorandum Opinion and Order—Alabama Educational Television Commission License Renewal," pp. 151-169.**

EBR provides a reprint of the FCC's Memorandum Opinion and Order concerning license renewal for the Alabama Educational Television Commission (AETC). Also included are rulings on petitions challenging that renewal on the grounds that AETC failed to ascertain and meet the needs of Alabama's black community, violated freedoms of speech, and discriminated in employment practices. The rulings provide information on FCC criteria for license renewal for noncommercial educational stations.

931. **Coonradt, Frederick C., "The Law of Libel Has Been All But Repealed," pp. 173-177.**

The author describes the present status of libel laws. His remarks first appeared in the February 1972 issue of *The Quill.*

932. **Burke, John E., "The Public Broadcasting Act of 1967—Part II: The Carnegie Commission Report, Development of Legislation, and the Second National Conference on Long-Range Financing," pp. 178-112.**

The title reveals much about the article, but Burke also discusses the role of the Johnson Administration, HEW, and individuals instrumental in the development and support of the legislation. The President's recommendations about public television in his 1967 "Message on Education and Health" and reactions to the Carnegie Commission Report are included. (Previous installment: No. 928) (See also No. 939)

Volume 6, Number 4, August 1972

933. **Nixon, Richard M., "To the House of Representatives," p. IV**

President Nixon explains to the House his reasons for not signing H.R. 13918, which was intended to provide increased financing for public braodcasting. The bill is faulted for its lack of emphasis upon localism.

934. **Montgomery, John A., "ALPS/STRIVE: A Case for Commitment by Public Broadcasting," pp. 207-214.**

Plans for an Adult Learning Program Service are described. The role of CPB in taking the lead to direct a national attack on improving the educational status of adults in the United States is underscored.

935. **Public Broadcasting Service, "Document of Journalism Standards and Guidelines," pp. 215-218.**

This document attempts to set forth public television's goals and pledges for fairness, balanced programming, and objectivity. Certain guidelines for implementing these goals are suggested.

936. **Meeske, Milan D., "Teaching Radio-Television in a Department of Communication," pp. 219-223.**

The author discusses broadcast curriculum changes and the emphasis concomitant with the alteration in speech departments to communication or speech communication departments. Recommendations are made regarding studio courses, the practicum, and the development of courses that fit behavioral criteria.

937. **Humphrey, David A., "The Organization and Staffing of Educational Communications Centers," pp. 233-243.**

A model organizational and staffing plan is offered for the educational communications centers evolving on college and university campuses. Emphasis is on combining techniques and tools in one administrative unit, staffing it at a high level, and giving it a central role in the instructional research and development program of the institution.

938. **Jamison, Dean, "Public Television in India: Investment Alternatives," pp. 244-250.**

In terms of costs and technical alternatives, this article compares terrestrial and satellite plans considered by the Indian government in order to expand India's TV system.

939. **Burke, John E., "The Public Broadcasting Act of 1967—Part III: Congressional Action and Final Passage," pp. 251-266.**

The course of the Public Broadcasting Act of 1967 through the Senate and House is charted in detail. Burke draws upon numerous personal interviews for additional information. His concluding discussion of the Act provides insight into the factors that allowed its fast and relatively smooth passage.

The act's strengths and weaknesses are evaluated. (Previous installments: Nos. 928, 932)

Volume 6, Number 5, October 1972

940. **Gunn, Hartford N., Jr., "Public Television Program Financing," pp. 283-308.**

The president of PBS reveals a Station Program Finance Plan outlining a philosophy and procedures for programming decisions. The crucial relationship between CPB and the individual stations is considered. This is the initial public statement that was later to evolve into Station Program Cooperative (SPC). (See also Nos. 971, 1045)

941. **Gumpert, Gary, and Dan F. Hahn, "An Historical and Organizational Perspective of the Office of Telecommunications Policy," pp. 309-314.**

The author reviews the ancestry of the Office of Telecommunications Policy and the justifications made for its existence. He describes its establishment, internal organization, and relationships both with independent entities and quasi-independent entities. Potential conflict between the OTP and the FCC is discussed.

942. **Crippens, David L., "Office of Minority Affairs: Two years Later," pp. 315-318.**

The establishment and activities of the NAEB's Office of Minority Affairs is reviewed. The author charges that its effectiveness had been compromised; the office was forced to become industry critic and conscience when it should have been "expending its energies on devising and implementing plans to train minorities for the professional and executive levels of public broadcasting." (See also No. 749)

943. **Korman, Frank, "Innovations in Telecommunications Technology: A Look Ahead," pp. 322-332.**

Present and future trends in the development of educational technology are discussed with regard to ETV, CCTV (ITV), satellites, CATV, radio information networks, and telephony. The article concludes with a list of services and organizations to be consulted for information.

944. **Guimary, Donald, "Citizens' Broadcast Councils," pp. 333-338.**

The author provides an historical review of Citizens' Advisory Groups (radio councils, broadcast councils) and considers the important role they played in radio broadcasting until World War II. He notes their decline, the then remaining councils, and the formation of several new ones.

945. **Lewels, Joe, Jr., "Critical Attitudes Toward the Media," pp. 339-349.**

The results are discussed for a study attempting to identify the voices involved in discussions of media's role in today's society. Lewels describes the following attitudinal types: the revolutionary, the pro-media critic, the silent majority, the critical intellectual, the traditional journalist, and the staunch defender.

946. **Tiemann, Philip W., "Standards for Educational Equipment: Evaluation and Validation Considerations," pp. 350-357.**

The author provides an educator's guide to "standards for measuring educational equipment in terms of effectiveness, cost, capabilities, availability, and related criteria.

Volume 6, Number 6, December 1972 (Convention Report)

947. **Loomis, Henry, "Defining Goals for Public Broadcasting: A Prerequisite to Long-Range Funding," pp. 375-380.**

The newly appointed president of CPB calls for an enunciation of public broadcasting's objectives. It is a process in which he believes CPB has only an advisory role. The determination of objectives should be carried out by the management and trustees of local stations. Funding needs and distribution of funds are also discussed.

948. **Witherspoon, John P., "CPB—A Personal Perspective," pp. 381-383.**

The author speaks of the situation (1972) in public broadcasting and discusses the unique and hard-to-define role of CPB. It is neither a federally financed foundation nor a government agency but is a sort of "operating institution." Program objectivity and station editorializing are also discussed.

949. **NAEB, "Distinguished Service Award: John W. Macy, Jr.," p, 384.**

The presentation of the NAEB Distinguished Service Award cites John Macy's contributions to broadcast journalism in general and public broadcasting in particular. (See also No. 950)

950. **Macy, John W., Jr., "Future Imperatives," pp. 384-385.**

In accepting the NAEB Distinguished Service Award (No. 949) (1972), Macy suggests four imperatives to public broadcasters: remember the public, expand the quest for quality in programming, develop the best structural system for public broadcasting's special needs, and evaluate the federal government's relationship to public broadcasting.

951. Hooks, Benjamin, "Undertones of Racism," pp. 386-389.

The FCC Commissioner charges public broadcasting to live up to its name and broadcast for the "people" as well as for ETV's already recognized public “the educational community and those who desire more culture.” He calls public broadcasting's record of minority hiring and participation “abysmally bad,” and asks for a seat at the council table for blacks, cautioning that “you can think with us, but you cannot think for us.”

952. Hughes, Joseph D., "Report from the Long-Range Financing Task Force," pp. 390-394.

The task force chairman describes its formation and purpose, its preliminary projections of public broadcasting's financial needs, and the elements of a long-range financing plan tentatively agreed upon by the task force members. (See also No. 958)

953. Curtis, Thomas B., "Step to Long-Range Financing," pp. 395-397.

The chairman of the CPB Board of Directors speaks briefly of his anticipations for public broadcasting. The importance and complexity of drafting, presenting, debating, and passing a plan for long-range financing is expressed.

954. Harley, William G., "NAEB's Role in Public Broadcasting's New Maturity," pp. 398-403.

The president of the NAEB speaks of numerous matters, among them the need for adequate standards which evaluate the performance of CPB, the need for reexamination of the usefulness of the NAEB as an institution, the importance of localism, and ETV use of Utah and Nebraska. Harley urges the convention to “. . . resist the temptation to supress First Amendment rights.”

955. Harley, William G., "Annual Report of the President," pp. 404-408.

Harley discusses the membership statistics for the NAEB, the organization's activities, plans for reorganization, and its deficit. In addressing the issue of federal aid, he states, “Public broadcasting never has had and never will get the major support it requires from federal sources. And, in fact, it must not.”

956. Rubinstein, Eli A., "Television and Social Behavior: Social Science Research for Social Policy," pp. 409-415.

The committee process and report of the National Commission on the Causes and Prevention of Violence, particularly that part of its report dealing with violence and the media, are examined.

957. Breitenfeld, Frederick, Jr., "Civil Service: The Hidden Boss," pp. 416-422.

The built-in problems of public financing of noncommercial broadcasting are examined. Public funding through tax dollars implies bureaucratic control. It is underscored that to retain its independence, public broadcasting must be supported by both public and private enterprises.

958. Holmes, Presley D., "Public Broadcasting Development—The Next Step," pp. 423-433.

The executive director of ETS gives that body's support to the progress report of the Long-Range Financing Task Force (No. 952). The ETS suggestions for long-range financing of public broadcasting are advanced. Charts and graphics included.

959. Crawley, John, "Getting Broadcast," pp. 434-437.

The objective of making the media the voice of the many rather than the few is discussed. Reference is made to a BBC radio series called *Access*; the programs were devoted to the expression of unorthodox views.

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960. FCC, "Broadcast Procedure Manual," pp. 1-18.

As reported, “. . . an effort is made to outline the respective roles of the broadcast station, the Commission, and the concerned citizen in the establishment and preservation of quality broadcasting services, to outline procedures available to the citizen, and to provide practical advice concerning their use.” The FCC intended for the manual to encourage community involvement and input into the service of local broadcasters. Ascertainment procedures and results would thus become more responsive to local problems, needs, and interests.

961. **Meyer, Timothy P., "Children's Perceptions of Favorite Television Characters as Behavioral Models," pp. 25-33.**

Meyer reports the results of his study into the behavioral influence of TV characters as role models for child viewers. Elementary school children (grades 1-3) responded to questions related to hypothetical scenarios or situations. TV characters were found not to provide violent or socially undesirable models with which the subjects could identify, except for a sizeable number of males for whom the TV models reinforced violent behavior. Charts and references included.

962. **Rarick, David L., "Parental Evaluations of Television Violence," pp. 34-43.**

Parents were asked to sort 54 violent TV program ideas according to the desirability of the show for their child's viewing. The children were asked to rate the same program ideas according to how much they would "like" to watch the show. Rarick found the parents to be more concerned with moral values than violent content. The children generally did not prefer the programs their parent found most desirable. Extensive references.

963. **Sterling, Christopher H., "Broadcasting Textbooks: 1971-72," pp. 44-53.**

This supplement to the ERB "Broadcasting Textbooks" series reviews over 70 titles in the areas of general media, media readers, broadcasting and society, regulation and control, management, technical and cable, media journalism, educational applications, production, and international/foreign media. In general, Sterling finds the quality of the publications to be improving and diversifying. (Previous installment: No. 923) (See also No. 1017)

964. **NAEB, "National Association of Educational Broadcasters Constitution and By-Laws," pp. 64-75.**

NAEB prints its constitution and by-laws, reemphasizing the association's purposes and goals.

Volume 7, Number 2, April 1973

965. **Newsom, Carroll V., "Communication Satellites: A New Hazard for World Cultures," pp. 77-85.**

Satellite development will soon allow the world to be blanketed by a total network of communications. Western nations, like the United States, look forward to a promising future. The developing nations likewise expect to benefit. But Newsom cautions that the western bias is feared for its ability to bring widespread erosion of local culture in individual nations. Related developments within UNESCO are reported.

966. **Tyler, I. Keith, "Oppportunity and Responsibility in Educational Broadcasting," pp. 86-92.**

While recent technological developments such as communications satellites, cable television, videocassettes, and computer technology have great potential for the extension of the usefulness and effectiveness of educational broadcasting, their actual payoff in both industrialized and developing countries may fall short of their promise. Tyler regards this result as a failure to apply what is known about learning, innovation, and utilization. Adequate functional research is not supported. Cultural and ethical values may not be considered. Caution rather than precipitate action in further developments of educational broadcasting is recommended.

967. **Himmelweit, Hilde T., "Britain's Open University: Theory, Practice, and Challenge," pp. 93-98.**

The creation of Britain's broadcast Open University is reviewed. Its purpose and development, with its academic advisory committee, are related to the national student body, interdisciplinary approach, and multi-media instructional systems. The success of the Open University has invalidated some past educational and learning assumptions while posing challenges for future educational developments.

968. **Robertson, James, and Gerald G. Yokum, "Educational Radio: The Fifty-Year-Old Adolescent," pp. 107-115.**

The authors report facts and opinion regarding the status of educational radio. Their visits to 181 stations reemphasized that ". . . noncommercial radio has survived a half century of neglect, undernourishment, and occasional illnesses presumed to be terminal." In general, the personnel, programming, services, financial picture, and relationship to parent institutions and the local community are reported. SCA and cable carriage are mentioned. Concluding impressions and generalizations are expressed.

969. **Meyer, Timothy P., "Volume I: Media Content and Control: A Technical Report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior," pp. 124-136.**

This abstract begins a series of summaries and critical evaluations of the Surgeon General's Technical Report. Six major investigations are reported and reviewed in this volume. They observe the content of media sources, emphasizing ". . . who decides to program violence and why, the degree to which violence is included in program content, the appeal of violent content, the judgments of what constitutes violence, and the occurrence of violence in the television programming of other countries." (See also Nos. 870, 977, 1134)

Volume 7, Number 3, June 1973

970. **Skornia, Harry J., "Broadcast News: A Trade in Need of Professionalizing," pp. 137-148.**

Broadcast journalism is criticized for its repetitiveness, superficiality, and distorted values. Skornia analyzes the credibility crisis, citing numerous supportive references. Improvement, the author maintains, is possible through the adaptation of professional codes, standards, and practices. Twenty steps are suggested.

971. **Rubin, Philip A., "CPB Comments on Engineering Aspects of Gunn Proposal," pp. 149-151.**

The director for engineering research and development at CPB responds to comments made by Hartford Gunn (No. 940). Gunn's allusions to the inadequacy of UHF television are criticized from an engineering perspective. TV receivers and antennae are faulted less than, as Gunn states, the "inadequate signal strength" of UHF. To boost power would, according to Rubin, be economically infeasible. (See also No. 988)

972. **Koenig, Allen E., and Robert R. Monaghan, "Walter B. Emery—1907-1973," p. 152.**

A tribute to Emery's activities and involvement in the growth of educational broadcasting. His numerous scholarly contributions to the field are recalled, as is his role as editor for the *NAEB Journal.*

973. **Karnes, W. M., Eugene W. Katt, Leonard S. Spilka, and Paul J. Stonich, "Public Broadcasting Management Planning and Control System: Initial Progress Report," pp. 153-158.**

In this first of several articles reviewing the results of a Ford Foundation study commissioned to examine the managment, control, and accounting procedures of public broadcasting stations, networks and systems, information management, and data standardization are emphasized. Flow charts are diagrammed. (See also No. 980)

974. **Pepper, Robert, "An Analysis of Presidential Primary Election Night Coverage," pp. 159-166.**

Pepper's study provides an analysis of primary election night coverage by the three commercial networks and by the National Public Affairs Center for Television (NPACT) for election year 1972. PTV's coverage was quantitatively two to three times greater than the individual commercial networks. The "basic service" reporting of the commercial stations is contrasted to the higher-quality, in-depth, and diverse coverage offered by the noncommercial broadcasters.

975. **Prisuta, Robert H., "Mass Media Exposure and Political Behavior," pp. 167-173.**

In examining presidential election year 1968, Prisuta studied the relationships between consumer political behavior and various broadcast and print media. A positive, although not remarkably high, correlation was established. However, newspapers demonstrated a stronger link than the broadcast media.

976. **Simonet, Thomas, "George Kleine's Effort in Nontheatrical Film Distribution, 1921-1928," pp. 174-182.**

George Kleine had attempted to establish a noncommercial distribution system for film entertainment and short subjects of interest to universities, schools, churches, and clubs. Simonet chronicles Kleine's efforts at nontheatrical distribution and explores reasons for the project's failure.

977. **Meyer, Timothy P., "Volume II: Media Content and Control: A Technical Report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior," pp. 191-201.**

In this second abstract and evaluation of the Surgeon General's Technical Report, Meyer reviews four major investigations into the effects of TV violence on the behavior of children. An assessment of existing research is provided and future research topics are explored in the area of TV and preschool children's behavior. (Previous installment: No. 969) (See also Nos. 984, 1038)

Abstracts
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978. Wotring, C. Edward, David J. LeRoy, and Gregg Phifer, "Watergate: Who's Watching the Hearings?" pp. 5-11.

This initial audience analysis of the early weeks of the televised Watergate hearings includes breakdowns of viewers by age, sex, ethnic, political, and socioeconomic characteristics. In addition, the unique coverage of the hearings by both commercial television (on a live rotating basis among the three networks) and public television (nightly replaying of the day's hearings) offered the investigators an opportunity to construct a demographic profile of commercial *versus* public television viewers. (See also No. 1016)

979. Prange, W. Werner, "Educational Technology: We Need a New Approach," pp. 12-15.

Prange, dean for instructional services at the University of Wisconsin at Green Bay, indicts educational institutions for using education technology as a "sophisticated afterthought" to the learning process. He calls for coordination of all instructional services under one roof (within or among institutions), adoption of on-air broadcast standards, and administrative support of programs which integrate technology. While urging faculty members to maximize use of the available technology, Prange insists that they "must also be assured professional recognition and merit for 'publication' in the visual and aural formats."

980. Stonich, Paul J., and W. Michael Karnes, "Budgeting and Scheduling in Public Broadcasting: A Case History," pp. 18-24.

This case-study implementation of a management model illustrates the relationship between a station's long- and short-term planning and between short-term budgeting and reporting. Through development and preparation of program information, "capacity rates," non-program resource demands, and budgets, Stonich and Karnes argue that "careful planning and allocation of scarce dollar and physical resources will maximize the quantity of quality programming which can be produced." (Previous installment: No. 973) (See also No. 981)

981. **Stonich, Paul J., and W. Michael Karnes, "Long-Range Planning in Public Broadcasting: What It Is, How It Works," pp. 24-29.**

A joint project involving CPB, the Ford Foundation, KCET, WETA, WNET, and the Management Analysis Center produced a standard management planning and control system that includes a long-term planning component. Stressing the relative significance of the long-term planning process (rather than the physical plan itself) the article defines the process, outlines how it should work, and details how it did work in the above stations. (Previous installment: No. 980) (See also No. 982)

982. **Norberg, Douglas, and Leonard S. Spilka, "An Approach to Meeting Management's Needs for Financial Information," pp. 30-34.**

In order to plan effectively, station management requires data presented in meaningful and useful formats on a timely basis. Norberg and Spilka show how these demands can be met through the use of the Automated Management Planning and Control Systems (AMPACS) at four levels of management: board of directors, general management, functional managers, and project managers. (Previous installment: No. 981) (See also No. 992)

983. **Kossoff, Dan, and Neil Mahrer, "Covering the State Legislature: How It Happened in Florida," pp. 35-37.**

Because public television is not geared to the demands of a mass audience, its stations have been able to experiment with extended coverage of government activities at the local, regional, and national levels. Kossoff and Mahrer outline the planning, engineering, programming, research, and promotional efforts behind a Florida PTV station's coverage of daily sessions in the state legislature.

984. **Mielke, Keith, and Timothy Meyer, "Volume III: Television and Adolescent Aggressiveness: A Technical Report to the Surgeon General's Scientific and Advisory Committee on Television and Social Behavior," pp. 38-47.**

Mielke and Meyer review selections from the Surgeon General's report, concentrating on the relationship between viewing violent television and the aggressive behavior of adolescents. Seven investigations are examined. (Previous installment: No. 977) (See also No. 995)

985. **Corporation for Public Broadcasting and Public Broadcasting Service, "The CPB-PBS Agreement: 'In order to effect a vigorous partnership . . .,'" pp. 49-50.**

On May 31, 1973, the boards of CPB and PBS reached a formal agreement to govern their joint operation of the national programming system. The partnership agreement, which ended nearly six months of internal dispute, ensured public television licensees a crucial measure of control over their national service. *PTR* reprints the text of the agreement. (See also No. 1274)

986. **Morrisett, Lloyd, "Beyond Foundations: Why CTW is Asking the Public for Money," pp. 50-56.**

Morrisett, president of the John and Mary Markle Foundation and chairman of the Board of Directors of the Children's Television Workshop, delivered this address before the eighth annual Public Broadcasting Development Conference. In addition to speaking of relationships between foundations and public broadcasting, he reviewed the history of CTW's financial problems. Plans were announced to go directly to the public with a nationwide fundraising appeal.

987. **NAEB, ed., "The House Examines Public Broadcasting's Record on Minorities," pp. 56-63.**

During House debate in 1973 over a two-year authorization bill for CPB, minority hiring and programming in public broadcasting became prominent issues. Rep. William Clay (D-Mo.), chairman of the Congressional Black Caucus, introduced two amendments that would have denied CPB and HEW grants to any organization failing to demonstrate compliance with all rules related to nondiscrimination in employment. Both amendments failed, but debate covered minority hiring and programming concerns of both national and local scope.

988. **Wells, Daniel R., "UHF Improvement: A Response to Philip Rubin," pp. 64-67.**

Philip Rubin's article (No. 971) critically reviewed some of the conclusions and engineering facts contained in the "market plan" developed for public television by Hartford N. Gunn, Jr., president of PBS (No. 940). Wells takes issue with several of Rubin's conclusions, essentially defending Gunn's proposals for UHF improvement, including transmitter facility upgrading and public information on UHF transmission and reception. (See also No. 1094)

Volume 1, Number 2, October 1973

989. **Wilson, Robert A., "Marketing Public Television: Notes on the Station Independence Project," pp. 3-7.**

The chairman of the Station Independence Project summarizes the background and findings of studies that have concentrated on the underlying question of what motivates people to put up dollars for broadcasting that is free—or perceived as free. The studies measured dollar contribution returns against the costs of various appeals, using the motivational themes of moral responsibility, social responsibility, value received, participation, and premiums. Wilson provides several specific recommendations for stations attempting to achieve independence through viewer donations.

990. Cox, Harvey, "The Consciousness Industry: A Theological View of the Media," pp. 8-15.

The author of *The Secular City* and *The Seduction of the Spirit*, in contrasting mass media and biblical notions of communication, indicts the mass media for "distributing a destructive and debasing form of religion" that is essentially "anti-communication." He suggests how churches may combat the harmful forces of media and society.

991. Browne, Donald R., "Citizen Involvement in Broadcasting: Some European Experiences," pp. 16-28.

Premising that it is worthwhile to consider ways in which stations can fulfill more audience preferences than can be satisfied by mass programming, Browne describes how national councils have affected citizen involvement in broadcasting in four European countries: West Germany, the Netherlands, Great Britain, and France.

992. Stonich, Paul J., W. Michael Karnes, and A. Ross Currie, "An Operational Reporting System for Public Television Stations," pp. 29-37.

Norberg and Spilka previously outlined the reporting portion of AMPACS (No. 982), designed to modernize public broadcasting management by providing useful and timely financial information at four managerial levels. This article focuses on the financial information requirements at two of those levels: program management and functional management. Examples of actual AMPACS reports are provided. (Previous installment: No. 982)

993. Moeller, Margie, "Behind the Camera of Frederick Wiseman," pp. 38-40.

Documentary filmmaker Frederick Wiseman answers some basic questions about his procedures, techniques, and relationship with his subjects. The article is presented in an interview format.

994. Millard, Steve, "Some Unintended Lessons from the Aspen Institute," pp. 41-44.

Millard reviews the *Aspen Notebook on Government and the Media*, the first volume produced by the Aspen Program on Communications and Society. The book is given a qualified recommendation as a handy guide to mainstream thinking about communications policy.

995. Meyer, Timothy, "Volume IV: Television in Day-to-Day Life: Patterns of Use: A Technical Report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior," pp. 44-53.

Seven investigations are reviewed in this fourth volume in the series on the Surgeon General's report. In general, each study documents the role played by television as a factor in the population's daily activities. Meyer criticizes this phase of the Surgeon General's research program for its secondary importance but primary position in allocation of funds. The further research recommendations of the Scientific Advisory Committee have, in Meyer's opinion, greater value and should have received preference funding. (Previous installment: No. 984)

996. Boyd, Douglas A., "The Story of Radio in Saudi Arabia," pp. 53-60.

This paper is a result of a study of the communication systems in Saudi Arabia. Boyd's review of Saudi broadcasting discusses how the traditional nature of the country's culture impeded the introduction of radio on religious grounds. The article includes an historical overview of services, a view of radio's contemporary role in Saudi society, audience estimates and listening patterns, and projections for future expansion.

997. Task Force on Long-Range Financing, "Basic Recommendations of the Task Force on Long-Range Financing," pp. 61-63.

Reprinted here are the task force's general considerations and specific recommendations for providing public television with insulated funding at adequate levels of support. The portion presented is from Chapter 2 of the original document. (See also No. 1005)

998. Capalaces, Ronald G., and Joyce R. Starr, "The 'Negative' Message of Anti-Drug Spots: Does It Get Across?" pp. 64-66.

The authors review significant research findings concerning "negative-motivation" messages in general and drug abuse spots in particular. They cite structural faults in the public service mechanism that undermined efforts to establish target audiences, campaign strategy, and good spot air times. Conclusions and corrective recommendations are provided.

Volume 1, Number 3, December 1973 (Convention Report)

999. Harley, William G., "'A Chance to Remind Ourselves What We Are Surviving For . . .'" pp. 7-8.

NAEB President Harley's opening address at the 1973 Convention focuses on the "larger purposes" behind the crucial questions of survival faced by public broadcasting institutions. He highlights freedom of expression, overall excellence, and developing communications technology in light of association members' dedication to professionalism.

1000. **Lee, H. Rex, "Public Telecommunications: The Task of Managing Miracles," pp. 9-12.**

The FCC's Educational Commissioner delivers a frank speech assessing the progress made in public broadcasting in the years since President Johnson signed the Public Broadcasting Act of 1967 into law. Lee mixes sympathy for the many dilemmas faced by public broadcasters with impatience for six years of indecision in defining basic goals and strategies.

1001. **Rowan, Carl T., "Responsible Communication Under Governmental Duress," pp. 13-15.**

Syndicated columnist Carl T. Rowan asks whether public broadcasters can really be educators in a politically charged atmosphere. He maintains they have not and reflects on intimidation and White House propaganda as examples of barriers to responsible communication.

1002. **Hostetter, Amos B., Jr., "Cable and the Public Media: The Time for Action is Today," pp. 16-19.**

The president of the National Cable Television Association urges the educational community to take advantage of the tremendous educational opportunities now offered by cable technology. He encourages public broadcasters to open their minds to the concept of pay TV as a means of minimizing government intrusion into programming.

1003. **Heyns, Roger W., "Education and Telecommunications: The Partnership Today and Tomorrow," pp. 20-25.**

The president of the American Council of Education reviews broadcasting milestones of the past year and relevant changes in the world of postsecondary education. He discusses some of the reasons behind the failure of education and media technology to significantly improve educational opportunities and comments on the responsibility of educators to elevate society's level of morality.

1004. **Gunn, Hartford N., Jr., "The President's Report to PBS Members," pp. 26-29.**

PBS President Hartford Gunn outlines the accomplishments of the "new PBS," reorganized six months prior to the 1973 NAEB convention. Obviously proud of PBS's response to the broadcast coverage demands precipitated by Watergate and related matters, he encourages stations to use their hard-won local control to fulfill the PBS potential of providing continual, responsible, quality programs to the public.

1005. **Hughes, Joseph D., "Long-Range Financing: One Year Later," pp. 31-34.**

Hughes, a member of CPB's Long-Range Financing Task Force, presents the final report—a comprehensive financing plan for public broadcasting, which at the time of the 1973 NAEB convention, already had the support of the public broadcasting community. The report is based on the task force's projections of needed funds over a five-year period and the expectations of obtaining those funds under a federal matching scheme. (See also No. 997)

1006. **Harley, William G., "The Mission and Future of the New NAEB," pp. 35-37.**

Characterizing the NAEB as "the national society of professionals in telecommunications," the president clarifies new roles and responsibilities he envisions for the organization. These include planning of significant policies, emphasizing contributions of individual professionals, and renewing dedication to a common purpose.

1007. **Hulsen, Albert, "National Public Radio: A Programming Overview," pp. 38-40.**

NPR Programming Vice-President Albert Hulsen ponders roles and responsibilities, how to meet individual programming needs, and how to solve problems related to superior service. He pleads for NAEB support in efforts to provide weekend production capability. An update is provided on other aspects of NPR, including staff information and program offerings.

1008. **Berkman, Dave, "Cable's Future in Education: A Less Than Sanguine View," pp. 41-45.**

Berkman, involved with federal Emergency School Aid projects, offers a bleak prophecy for cable's contributions to education. He refutes cable's potential service by citing the realities of past experience, public indifference, and hostilities directed at CATV's profit motive.

1009. **Olson, Thomas O., "Humanism, Education, the New Media and NAEB," pp. 45-52.**

Olson contends that humanism is needed in contemporary society. To achieve his goal, greater awareness and study of new media, which reflect contemporary humanity, are required. Increased respect for the humanistic elements of individuality and questions of value and self-determination are also needed. A voluntary association of humanistic individuals pooling their insights, resources, and knowledge of the media would be beneficial to the future of humanism.

1010. Wedemeyer, Charles, "Characteristics of the Open Learning System," pp. 53-55.

Wedemeyer outlines the concept of open education and focuses on an NAEB advisory group's identification of particular characteristics of the open learning system. System characteristics include learner goals, informal entry requirements, a deemphasis on degree acquisition as an end in itself, costs relative to student volume, media use, testing criteria, and community and regional resource efficiency. (See also No. 1047)

1011. Davy, Robert, "Adult Basic Education: Using Television to Teach Teachers," pp. 55-58.

Participants at the 1973 NAEB Convention witnessed a live narration multi-media presentation that explained a Maryland program for developing professional adult education teachers. The script of that presentation is reprinted here.

1012. Bosner, Paul, "Improving Instructional Media Practices," pp. 58-63.

The author maintains that a systems approach to instructional television would "help improve our schools and teaching by the very nature of the tight, controlled discipline required for its development and production." He calls for a new type of professional, equally competent in educational and communication skills; full integration of ITV materials into curricula; and assignment of instructional media resources to one national agency. He analyzes the essential differences between live and televised teaching situations. In addition, Bosner outlines steps for the preparation of an instructional television series, the television production cycle, and a training program for ITV personnel.

Volume 2, 1974

Volume 2, Number 1, February 1974

1013. Toohey, Daniel W., and Leonard J. Baxt, "Corporate Underwriting: The Rules of the Game," pp. 5-12.

The legal, ethical, and political considerations behind corporate underwriting of noncommercial broadcasts are explored. The authors urge public broadcasters to stay within the rules of the game: Section 317 of the Communications Act; FCC regulations; FCC interpretations; and the "quid-pro-quo heresy," whereby donors believe they are entitled to a broadcast acknowledgement.

1014. Eiselein, E. B., "Television and the Mexican-American," pp. 13-18.

During 1971-1973 CPB funded "Teletemas," a project investigating how to provide Mexican-Americans with culturally relevant and socially beneficial television. Survey results showed Mexican-Americans wanted not a single series, but rather a total programming strategy. Also needed was news as it related to the Mexican-American community and television language suited to individual community language uses (Spanish, Pocho, Tex-Mex, English).

1015. Clift, Charles A. III, "Viewing Yourself on Videotape," pp. 19-27.

This report synthesizes research in nonbroadcast videotape utilization for teacher education, counselor education, psychological therapy, business training, speech education, and other fields. Clift suggests some precautions to reduce such effects as the emotional dangers inherent in video self-confrontation.

1016. Wotring, C. Edward, and David J. LeRoy, "The Decline of the Watergate Audience," pp. 28-33.

In this follow-up to an erlier *PTR* article (No. 978) on the audience for the Watergate broadcast coverage, Wotring and LeRoy find that viewing of the hearings dropped considerably, especially among the less-educated, by the time the "Dirty Tricks" and Gerald Ford hearings took place. Several analyses of the surveys were conducted, including viewing by race, sex, age, PTV viewing habits, and 1972 presidential preference. (See also No. 1092)

1017. Sterling, Christopher H., "Textbooks on the Media: A Review of 1972-1973," pp. 35-42.

Sterling provides his annual update of media texts, this installment being the sixth in the series. Included in the review are approximately 60 books that are listed under the following headings: general media, media readers, broadcasting and society, regulation and control, cable communications, media journalism, educational applications, production guides, and foreign and international media. (Previous installment: No. 963) (See also No. 1085)

1018. Impaglia, Charles, "The New PBS Programs: A Sample of Comment," pp. 43-46.

Impaglia summarizes reviews of PBS programs new to the 1973 schedule: *Religious America*, the latest editions of *Bill Moyers' Journal*, a commentary on the U.S. presidency called "Shall We Have a King?" and *Theater in America*. The reviews are selected from a variety of publications, including the *Washington Post, Washington Star-News, New York Times, Christian Science Monitor, National Observer*, and *Time*.

1019. Coldevin, Gary C., "Educational Television Research in India," pp. 46-52.

Coldevin's work as a UNESCO television research consultant for the government of India laid a foundation for expanding TV's promotional and informational role for that country's development campaigns. This article summarizes his research.

1020. Maynard, Robert C., "Minorities and Public TV: A Critical Appraisal," pp. 53-58.

As a part of the Ford Foundation's regular evaluation activities, a panel was created to review and analyze the portrayal of minorities on PTV. The panel acknowledged public television's leadership role regarding sensitivity to minority program needs but indicts the industry for falling short of minimal expectations, with a few notable program exceptions.

1021. Morrisett, Lloyd, "A Prescription for Public Television," pp. 58-59.

The president of the John and Mary Markle Foundation explicitly defines public broadcasting's potential audience and needed program types in this reprint of his introduction to the foundation's annual report.

1022. Cabinet Committee on Cable Television, "Recommendations of the Cabinet Committee on Cable Television," pp. 59-63.

In 1971, President Johnson formed a committee charged with the responsibility of forming a comprehensive national policy on cable. The Committee released its final report in 1974, characterizing it as a "broad policy approach for integrating a new technology into our country's mass media." A key proposal, eventual separation of cable ownership from program control, is included in this outline of the report's recommendations.

Volume 2, Number 2, April 1974

1023. Cater, Douglass, "Getting a Perspective on the 'Communications Revolution,'" pp. 3-6.

The director of the Aspen Program on Communications and Society contemplates the pros and cons of the communications revolution by posing some political, societal, libertarian, and educational questions about the changes to be experienced. He offers an educator's perspective on the coming age of communication and highlights the need for new inventiveness in creating communication institutions as well as the need for further research directed toward integration of education, communication, and technology.

1024. Russell, Thomas L., "In Defense of the 'Big Talking Face,'" pp. 7-8.

After viewing a videotape that Russell characterized as a "technical fiasco," audience members had nothing but praise for the program in which a lone speaker, aided by a chalkboard, made a brilliant presentation. The author moralizes that automatic avoidance of the video "big talking face" can be dangerous and potentially counter-productive; producers need not embellish a quality speaker's performance.

1025. Carpenter, C. R., "Intercultural Broadcasting: A Preface to Development," pp. 9-22.

In this adaptation of his 1973 Japan Prize Lecture, Carpenter cites economic and cultural interdependence among countries as indicative of the need for extended and improved intercultural broadcasting. He discusses professional responsibilities and public propriety, needed directions of research, theoretical models, practical research applications, and the two worlds of broadcasting as exemplified by the American system—commercial/industrial and educational/instructional broadcasting.

1026. Prange, W. Werner, Jacqueline Maki, and Joseph R. Gaunt, "Defining Faculty Rights in Recorded Courseware," pp. 24-33.

"What is a fair percentage of royalty to be paid a faculty member whose recorded instruction is sold or leased to another institution? How can an instructor be assured that technology is not out to replace him, that taping a course will not lead to his demise in the next budgeting squeeze?" These and related questions await educational institutions preparing to allow technology to assume a more mature role in the development of high-quality, cost-effective instruction. The authors maintain that workable policies and contracts can be developed whereby faculty rights are protected on the one hand and superior technologically supported instruction flourishes on the other.

1027. Surlin, Stuart H., "Bigotry on the Air and in Life: The Archie Bunker Case," pp. 34-41.

Whether characters such as Archie Bunker lead the public out of the vast wasteland or institutionalize bigotry is a matter of opinion. Based on the results of a survey conducted in Athens, Georgia, Surlin concludes that the character Archie is perceived favorably by viewers similar in beliefs and demographics. Surlin believes viewer interest is generated "at the expense of polarizing a portion of the viewing public psychologically least capable of coping with the overwhelming social problems of our society at this time."

1028. PBS Program Managers Evaluation Committee, "Public Broadcasting and Presidential Elections: What the Programmers Say," pp. 42-45.

This article represents a round table discussion by a number of station representatives. Questions concerning the success of PBS in offering alternative, in-depth coverage of Presidential election events and future program ideas guide the discussion.

1029. Paulu, Burton, "The Prix Italia at Twenty-Five Years," pp. 46-51.

The Prix Italia, an international competition originally organized to enhance the status of radio among outstanding writers who hesitated to work in the medium, celebrated its 25th anniversary in 1973. Paulu describes the history of the organization and reviews the proceedings which have included TV programs since 1973.

1030. Harpole, Charles H., "Aids for Teachers of 'Electric' Media: An ERIC Resource List," pp. 52-56.

Writing from the perspective of a research associate with the Speech Communication Module of the ERIC Clearinghouse on Reading and Communication Skills, Harpole summarizes a variety of resources designed for broadcast educators. Also included are selected studies that had been recently added to the ERIC data base.

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1031. Nottingham, G. David, "'Professional' Education Isn't All Academic," pp. 2-4.

The director of the Instructional Resources Center at State University College in Fredonia, New York, levels some caustic criticism at academics who promote studies in telecommunications, broadcast journalism, or any other communications technology hybrid without properly emphasizing the industries with which such professions are allied. He calls for integrated, four-year, professionally oriented communications technology study and degrees.

1032. Krasnow, Erwin G., and John C. Quale, "Ascertainment: The Quest for the Holy Grail," pp. 6-13.

Attorneys Krasnow and Quale ask whether formal ascertainment procedures are philosophically desirable or practically effective. A brief ascertainment history is provided, and questions are raised concerning the exception of noncommercial educational stations.

1033. NAEB, "Do We Really Need More 'Communication'?" pp. 14-21.

A symposium on cable and satellites, moderated by Andrew Horowitz of the Network Project, focused on some basic questions about communications technology. The questions asked: Who wants it? Who needs it? And who benefits from it? This panel of experts from government, education, news media, and law aired some diverse views.

1034. Greenberg, Bradley S., John D. Abel, and Walter Gantz, "Public Awareness of New Public Television Stations," pp. 22-30.

These Michigan State University researchers attempted to answer some questions regarding audience growth patterns for a new public television station, public awareness of the new station, and the demographic and communication behavior characteristics of typical viewers. A considerable amount of data from telephone surveys conducted in two Michigan communities support the usual demographic profile of PTV viewers and offer useful information to managers of new public stations.

1035. Mielke, Keith W., "Decision-Oriented Research in School Television," pp. 31-39.

This paper, prepared for the Agency for Instructional Television, explores how research and evaluation can help to improve decisions in the planning, funding, production, evaluation, distribution, and utilization of instructional programming. Mielke discusses the advantages of evaluation and makes policy suggestions. He distinguishes four kinds of evaluation activities: background research, formative research, summative research, and policy research. Bibliography included.

1036. Corning, Steve, "How Public Broadcasting Could Bring Congress to the American People: A Modest Proposal," pp. 40-43.

Corning urges extension of the priorities that have prompted broadcast coverage of state and local government activities. He maintains that Congress has lost its co-equal status with the judicial and executive branches of federal government due to minimal journalistic coverage. Corning endorses the Capitol Hill News Service and calls for an additional public broadcasting effort to fill the coverage gap.

1037. Fellows, James A., "Of Cabbages and Kings, ADP and Room Mothers—But Not, Alas, Education," pp. 43-45.

In this book review of *Educational Terminology of the 70s*, Fellows pokes fun at the uneven focus and questionable value of the publication. He cites specific definitions that might prove misleading or simply inaccurate. Other shortcomings of the work are also discussed.

1038. Baran, Stanley J., "Television as Teacher of Prosocial Behavior: What the Research Says," pp. 46-51.

If television teaches violent behavior, logically there is no reason why it should not be able to teach prosocial behavior. Baran reviews the growing body of literature dealing with television's prosocial potential in the areas of observational learning, disinhibitions, and inhibitions. Extensive references provided. (See also No. 977)

Volume 2, Number 4, August 1974

1039. Oliver, Lisbeth R., "Public TV Drama: Three Top Producers Assess the Outlook," pp. 4-5.

The author summarizes the views of John Houseman, Jac Venza, and Norman Lloyd, who agree that the future of television drama remains questionable until public television can fund and maintain a steady flow of quality drama. Venza discusses a double standard that allows controversial issues to be treated in public affairs programs while inhibiting controversy in drama.

1040. Leone, Patricia, and Tim Hurst, "The Process of ITV Utilization," pp. 5-7.

A checklist of ITV utilization procedures for teachers is provided. Also included is a brief discussion of the need for utilization consultants and the scope of their activities.

1041. Bryant, Jim, "Outlines of a Capital Campaign," pp. 7-8.

Advance planning as the key to a capital fundraising drive is discussed. The experiences of the Rochester station provide the basis for this position paper.

1042. Chodes, Stephen, "A Careful Look at *Face the Nation*," pp. 8-10.

The success of *Face the Nation* lies in design and direction as well as in content, states Chodes, who discusses the program's solutions to the problem of showing four persons talking to each other.

1043. NAEB, "Comment from Washington: Beyond the Carnegie Commission," p. 11.

A task force drawn principally from public broadcasting drafted a bill that improved on the Carnegie Commission's funding mechanism proposal. Where the Commission proposed an excise tax on TV receivers, this bill determined the federal contribution on a straight arithmetic basis with a stipulated ceiling to alleviate system overdependence on the government. The article argues that "time, experience, and reflection have at last brought public broadcasting past the days when it lived off the commission's intellectual riches."

1044. Ruhly, Sharon, "Between Two Cultures: The Short History of an American Indian Film Crew," pp. 12-15.

Cited as one of the earliest experiments in ethnic media production, the first Indian film crew of the National Film Board of Canada is the subject of this article. The crew's experience provides an interesting case study in the selection, training, and operation of an ethnically oriented group.

1045. NAEB, "Inside the Program Cooperative," pp. 16-27.

The communication democracy long discussed by public broadcasters has become a reality in the form of a Station Program Cooperative whereby stations select much of the national PBS schedule. In this interview, PBS President Hartford N Gunn, Jr., discusses several aspects of the cooperative, including mass *versus* special interest program selection, regular operations, and the cooperative's relationship to other funding sources. In addition, *PTR* has prepared a short guide to the SPC, along with a view of the first year's results. (See also No. 940)

1046. Kessler, William J., "Keeping in Touch with Technology," pp. 28-33.

A telecommunications engineer provides, in lay terms, an update on electronic transmission and distribution, ITFS, cable, VHF/UHF transmission, live origination (particularly color cameras), new display devices, and recording and playback devices.

1047. Zigerell, James J., "The Trouble with Open Learning and What to Do about It," pp. 34-37.

The executive dean of the Learning Resources Laboratory of the City Colleges of Chicago contributes a glib perspective on the typical open learning concept: a mere extension of an existing system that promotes vocational proficiency and credit accumulation to the possible exclusion of learning stimulation. "The promise of 'open learning' may begin with technology, but it cannot be realized if we simply wed technology to old patterns of behavior." (See also Nos. 1010, 1103)

1048. Katzman, Natan, "The Mathematics of Membership," pp. 38-46.

A model describing public television membership support is based on a mathematical equation. Katzman demonstrates the relationships between the variable components. Errata notes appear in

Volume 2, Number 5, October 1974 *PTR*, "Letters to the Editor."

1049. **Meyer, Timothy J., "Media Credibility: The State of the Research," pp. 48-52.**

Meyer assesses mass media source credibility research through a discussion of the surrounding research context, a review of research findings, an overview of methodological difficulties, and recommendations for future research in light of unanswered questions.

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1050. **Lubart, William D., "Beyond the Cereal Ads: Television as Teacher of the Young Consumer," pp. 4-7.**

The author indicts the advertiser-supported television industry for changing American purchasing and eating habits for the worse through the seduction of young viewers. However, rather than hinder the free enterprise system through imposition of advertising controls, Lubart urges consumer education beginning at the kindergarten level in the schools and even earlier via television PSAs. He surveys the efforts of several organizations which have recognized the problem.

1051. **Whittaker, Ron, "The Quiet Progress of AM Stereo," pp. 7-8.**

If the Kahn system for stereophonic AM broadcasting (briefly explained here for the layperson) passes FCC scrutiny, FM stereo broadcasting may have some competition.

1052. **Dickey, J. Michael, Bruce Gansneder, and Earl Smith, "A Strategy for Design of ITV Evaluations," pp. 9-11.**

This guide for small, educational television-producing organizations outlines essential criteria for quality instructional television programs and their use.

1053. **Pickett, Calder M., "*The American Past*: How an Award-Winning Radio Program Evolved," pp. 11-12.**

A University of Kansas radio series program director discusses various aspects of undertaking and finding sources for an American history series.

1054. **Chu, James C. Y., "Television in Taiwan: A Current Profile," pp. 12-16.**

In addition to providing a brief television history, Chu surveys Taiwanese programming practices and television manufacturing. Also reviewed are broadcast regulation policies and the impact of TV upon the country's radio, film, print, and advertising media.

1055. **Hall George L., "Comment from Washington," p. 17.**

The Public Television Library's experiment in establishing videocassette viewing centers in public libraries and the audiovisual service and fees of PTL are described.

1056. **Volotta, Thomas A., "Letter from Pennsylvania: The Story of *Pennsylvania Town Meeting*," pp. 18-21.**

While a student at Pennsylvania State University, Volotta wrote this article describing an experiment undertaken by the Pennsylvania Public Television Network—a televised "town meeting" designed as a grass-roots forum for discussion of important issues by and for the residents of the Commonwealth. The program's fluctuating format reflected changing topical demands as well as the flexibility of a two-way "hub and spoke" microwave interconnection system for statewide station (and viewer) interaction.

1057. **Duke, Paul, "Public Affairs: The Commitment We Need," pp. 22-29.**

NPACT associate and newsman Paul Duke reflects on his transition from commercial broadcasting to public television and discusses public affairs programming, audience reaction, the Nixon impeachment coverage, and NPACT staff. He makes some critical comments about the SPC, localism, PBS/CPB disputes, and their effects on public affairs programming.

1058. **Downey, Peter M., "Television Production Capacity: A Look Ahead," pp. 30-33.**

An operations director, given market constraints, predicts trends in communications technology for the next decade. He discusses the TV camera, TV audio, video recording and editing, and TV film. In addition, he comments on the implications and possibilities inherent in the predicted technological changes.

1059. **Skornia, Harry J., "Has Public Broadcasting Lost Its Nerve?" pp. 34-38.**

A public broadcasting pioneer stacks up the plusses and minuses of what has become of his "child." He speaks positively of survival itself and the NPR program *All Things Considered*. Lack of stable public financial support along with the systematic flaw of dependence on government are negatively mentioned. Skornia identifies the national problem areas public broadcasting must serve through its programming.

1060. **Brant, Billy Gene, "The Rebirth of Radio Drama," pp. 40-46.**

Brant surveys radio drama on the international scene and in America. Such efforts as public radio's

EARPLAY are considered forerunners in the art's return to legitimacy.

1061. **Millard, Steve, "Specialized Audiences: A Scaled-Down Dream?" pp. 48-54.**

The *PTR* editor defends public broadcasting's mission "... to serve a series of specialized audiences, with the programming that each needs most and loves best. We are trying to reach all of the people—some of the time." In dissecting this rhetoric, he considers how public broadcasting operationalizes its mission. Millard expresses his preference for excellence in programming, rather than diversity, as the system's primary goal.

1062. **Sadowski, Robert P., "What the State Laws Say About Noncommercial Broadcasting," pp. 58-68.**

Sadowski's systematic analysis of the statutory laws in 35 states that have enacted legislation affecting various aspects of noncommercial broadcasting includes types of agencies involved and restrictions on educational broadcasters. The role of the states is considered more direct and pervasive than that of the federal government.

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1063. **Colquitt, Leroy, and Patricia Mazza, "Conquering 'Mathophobia' Through Television: The Anatomy of a Program," pp. 4-7.**

Believing that television would be a powerful tool to fight "fear of math" among a sizeable percentage of elementary school children, a group of Massachusetts curriculum developers designed programs meeting specific mathematical goals as determined by educational experts and members of the 8- to 11-year-old target audience. The authors describe the evolution of these programs.

1064. **Falcone, Lucy, "How the 'Dismal Science' Came to Life on NPR: An Economist's Review," pp. 7-8.**

The need for clarity in economics programs is stressed in praising Bob Zelnick's NPR series on the root causes of inflation in a recessionary economy.

1065. **Bair, George, "The Manager's Mission: Reflections of an 'Educational Broker,'" pp. 9-10.**

The director of educational television at the University of North Carolina discusses the role and opportunities of a local manager in responding to programming needs with local, regional, national, and international TV resources.

1066. **Silvian, David Allen, "If You Take a Trip, Make It a Good One," pp. 10-11.**

Basic considerations regarding equipment, budget, communication, and attitudes in filming outside the United States are discussed.

1067. **Riddleberger, H. Holt, "Comment from Washington: On Sex, Violence, Commercials—and Kids," pp. 12-13.**

The background and implications of the FCC's October 1974 release of a policy statement on television and children are discussed.

1068. **Breitenfeld, Rick, "G.I.G.O.: Yawnsville," p. 14.**

Breitenfeld focuses on PBS/CPB relations and program selection procedures in a humorous and incisive look at the PTV system of 1988.

1069. **Fuller, Buckminster, "Report from Planet Earth," pp. 16-24.**

In an address at the 1974 NAEB convention, Fuller discusses the evolution of man's powers of mind that allow him to perceive and communicate patterns in a regenerative, synergistic universe. The result is a less local perspective and improved possibilities for living with the earth and mankind.

1070. **Bundy, McGeorge, "You Are All on the Same Side," pp. 26-28.**

In accepting the Distinguished Service Award of the NAEB, Ford Foundation president McGeorge Bundy remarks on the foundation's association with and Fred Friendly's commitment to educational broadcasting.

1071. **Rubin, Philip A., "Satellites: A Status Report," pp. 29-37.**

Rubin's article summarizes the history of American communications satellites and provides a status report on U.S. and international satellite systems (DOMSAT, COMSAT, INTELSAT). The ATS-6 and CTS experimental programs are discussed. The potential for radio interconnection by satellite is mentioned.

1072. **Boyd, Douglas A., "The Prehistory of the Voice of America," pp. 38-45.**

U.S. shortwave broadcasting prior to World War II and events surrounding increased governmental involvement in this activity are described.

1073. **Jencks, Richard, and Robert Lewis Shayon, debating, "Does the Fairness Doctrine Violate the First Amendment?" pp. 46-55.**

Jencks argues that the Fairness Doctrine is unnecessary and detrimental and places an unfair burden on the broadcast media. Shayon, while not its unequivocal defender, presents the point of view that the Fairness Doctrine is not a violation of the Constitution, that citizens do have reason to need legal recourse, and that in fact the regulation is "mild and generous." (See also No. 1074)

1074. **Geller, Henry, "Afterword: Looking Back at the Debate," pp. 56-58.**

Geller summarizes and analyzes the arguments presented by Richard Jencks and Robert Shayon in their debate on the constitutionality and necessity of the Fairness Doctrine (No. 1073). He concludes that it better serves the public interest to retain the Fairness Doctrine and suggests several modifications in its application.

1075. **Fellows, James A., "Letter from Las Vegas," pp. 59-63.**

Fellows sums up the issues addressed at the 1974 NAEB Convention, pointing out a new emphasis on programming. He notes the establishment of the NAEB Management Council and the Commission on Student Affairs and identifies several basic policy issues that need more discussion.

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1076. **Skornia, Harry J., "Ascertainment at Work—Without Regulation: Lessons from Overseas," pp. 2-4.**

America's failure to implement adequate ascertainment programs is compared with successful projects abroad. The former executive director of the NAEB notes that Japanese, British, and German broadcasting systems have adequately dealt with the issue without pressure from government regulations. These self-imposed programs have typically extended beyond ascertainment and into dialogue, access, and fairness. Skornia specifically looks at Britain's BBC and IBA and Japan's NHK. He also notes that UNESCO has been helping African nations establish radio and television panels.

1077. **Carlisle, Robert D. B., "College-Credit Television is Alive, Well, and Growing," pp. 4-5.**

A number of college-credit television programs from across the nation are examined. Carlisle specifically discusses the success of programs in Florida, California, Texas, Nebraska, Missouri, Washington, South Carolina, and Maryland. He notes that college-credit television is especially appealing to non-traditional students and older adults. According to the author, the concept was initiated in Great Britain in 1971, and some 4,200 students have graduated through the system. Current directions in college-credit television are outlined.

1078. **Denny, Patterson, and Jay Gondelman, "The Making of Ives!" pp. 5-7.**

The videotaping of a special Connecticut Public Television Hartford Symphony performance is described. The program, which combined music and dramatic interludes of composer Charles Ives, was produced by CPTV in conjunction with the Symphony Society of Greater Hartford. The authors outline various problems and solutions encountered in the production process—especially technical audiovisual aspects.

1079. **Breitenfeld, Rick, "G.I.G.O.: The Grant," pp. 8-9.**

In his monthly "G.I.G.O." department, the author takes on PBS for its $50,000 grant to the Ford Foundation. Since the so-called Gratitude Grant had never been used before, procedures and guidelines for the transactions needed to be established. Breitenfeld calls upon Fred Friendly to explain the workings of the newly devised Foundation Uniform Grant Accountability Technique (FUGAT).

1080. **Branscomb, Anne W., "A Crisis of Identity: Public Broadcasting and the Law," pp. 10-23.**

An overview is provided for the roles and responsibilities of public broadcasting. Branscomb, a New York attorney, examines the legal and historical implications of the terms "public broadcasting," "noncommercial," and "educational." Particular attention is devoted to the rulings of the FCC and the ramifications of the Public Broadcasting Act of 1967. Issues of funding, ascertainment, political broadcasting, objectivity and balance, and jurisdiction are discussed. CPB, PBS, and NPR are described in relation to public broadcasting's decision-making process. The author concludes by suggesting some solutions to the industry's 1975 problems.

1081. **Robertson, James, "Can Schools Cope with Cable?" pp. 24-27.**

The potential of cable television in education is examined. The article concentrates on the Milwaukee Board of School Directors' study of cable as a viable component of the current media mix. In examining the advantages of cable, the author points to the successes with instructional television, radio instruction, and computers. He also notes that the cable system could be established to serve the community as well as the schools. Preparatory steps and guidelines for implementation of such a program are outlined.

1082. Press, Tina, "News Woman in a Man's World," pp. 28-30.

The executive producer of WCBS Radio discusses the roles, images, and stereotypes of women in the broadcasting industry. She notes that male writers dominate prime-time production companies, and that actresses are usually cast in leading roles in comedies only. Press claims, "The inescapable conclusion is that women are just fine for comedy, but can't be taken seriously enough to carry a dramatic presentation." Major legal battles involving the FCC, the three networks, NOW, and EEOC are mentioned. Particular attention is devoted to the license challenge based on the Fairness Doctrine against WABC-TV in New York. In addition, the policy statement concerning women from CBS President Arthur Taylor is discussed.

1083. FCC, "Benchmark: The Alabama Decision Verbatim," pp. 32-43.

The FCC's decision to revoke the licenses of stations licensed to the Alabama Educational Television Commission is reprinted. The 1974 case involved charges of racial discrimination in programming and employment. The FCC found that even though the stations were acting without malice, their actions constituted a failure to serve adequately the needs of Alabama's citizenry. In the introduction to the case, *PTR* notes, "the decision of the FCC unquestionably marks the end of a laissez-faire policy with regard to the regulation of public broadcasting." (See also No. 1153)

1084. Bornstein, Ron, "Letter from Houston: The Second Annual Meeting of the 'New PBS,'" pp. 44-46.

Capsulizes all of the events, speeches, and reports from the second annual meeting of PBS. The author gives a chronological, diary-like description of the Houston convention.

1085. Sterling, Christopher H., "Review of the Year's Books about Mass Media," pp. 47-52.

The author briefly reviews more than 60 books released within the prior 18 months. The article represents the seventh installment of an annual series. The publications are broken down in the following categories: general media, media readers, broadcasting and society, regulation and control, cable and new technologies, media journalism, educational applications, audience research, production guides, and books on foreign and international media. Complete bibliography. (Previous installment: No. 1017) (See also No. 1167)

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1086. Hall, George L., "Letter from Wingspread," pp. 2-3 ff.

Discussions and recommendations from a special NAEB/CPB seminar on ways to improve research in public telecommunications are summarized. The author notes that serious policy decisions are rarely based on valid research findings, and he claims that experts become caught up in research "more to witness our modern faith in science than to apply the strictures of its truths to our initiated undertakings." In addition, Hall presents the views of practitioners and scholars in relation to the future of research.

1087. Avery, Robert K., "Making Promotion an Integral Part of Public Radio," pp. 4-7.

Public radio's reluctance to implement major promotional programs is examined. The author notes that station priorities need to be reshuffled to include promotion if audience size is to be increased. Avery comments, "Promotion is looked upon as an extra, to be engaged in only if there is some money left at the end of the month. Because of this attitude, the promotion function of most public stations has been relegated to a position far below the general administrative, technical, and programming functions of the same stations." A set of promotional guidelines is provided.

1088. Cleveland, Harlan, "Can You Get Everybody 'In On the Act' and Still Get Action?" pp. 7-11.

The author discusses various philosophical approaches to the problems of management. Even though the piece does not deal directly with broadcasting, it has obvious applications to the industry.

1089. Eiselein, E. B., "The Program as Feedback: One Station's Approach to Ascertainment," pp. 11-14.

Eiselein comments that too many ascertainment programs are based on the traditional communications model where broadcasting is followed by audience feedback. In contrast, KUAT's approach begins with the people communicating to the broadcasters through the community ascertainment program. This is followed by station feedback in the form of programming. The KUAT experiment, known as Search, generates input by conducting surveys and interviews with Tucson's major ethnic groups.

1090. Breitenfeld, Rick, "G.I.G.O.: The Missing Link," p. 15.

A tongue-in-cheek review of the little-known book *How to Stay Out of Telecommunications: A Guide for Frightened Administrators* indicates that with imagination and political maneuvering, schools can manage to stay out of communications almost indefinitely, at least until a community really wants education and service.

1091. Esplin, Fred C., "Looking Back: Clay Whitehead's OTP," pp. 17-22.

An assessment of the Office of Telecommunications Policy under the leadership of Whitehead. Esplin traces the evolution of the agency from its inception in 1969 to September 15, 1974, the day Whitehead resigned. According to the author, Whitehead developed the office into one of the most politically powerful offices in Washington, with involvement in license renewal, cable and public television, and media criticism. Esplin also examines the future of OTP.

1092. LeRoy, David, "The Audience for Impeachment," pp. 23-26.

A summary of Florida State University's study on audience reaction to the Nixon impeachment hearings. Even though public television's coverage of the Watergate hearings gained praise from both audience and journalists, the Florida survey revealed that viewer interest diminished greatly by the time the impeachment hearings were aired. LeRoy examines the causes and conditions. (See also No. 978)

1093. Borton, Terry, and Leonard Belasco, "The Story of Dual Audio TV," pp. 28-31.

A description of one of the first experiments using dual audio television. The system, incorporated in Philadelphia, allows children to listen to an instructional program on radio while simultaneously viewing a popular entertainment program. During the program, the dual audio commentator makes comments between character dialogue. The six-month experiment was designed to build viewer vocabularies and involved the cooperation of commercial TV and public radio. The future of dual audio television is discussed.

1094. PBS, "UHF: Getting the Case Together," pp. 32-37.

The problems, history, and potential of UHF are discussed. In the past, the UHF bandwidth was generally regarded as inferior to VHF, but PBS studies have shown that UHF can be upgraded considerably. The article includes excerpts from speeches delivered by PBS President Hartford N. Gunn, Jr., PBS Vice-President for Engineering Daniel Wells, Bill Reed, director of PBS Department of Member Services, and Richard Block, appointed interim chairman for the Council for UHF Broadcasting. The FCC's actions related to UHF are reviewed, and comparisons between VHF and UHF are made. (See also No. 971)

1095. Millard, Steve, "On the 'Violence' Study and its Aftermath," pp. 38-39.

Millard's discussion of the book by Douglass Cater and Stephen Strickland, *TV Violence and the Child: The Evolution and Fate of the Surgeon General's Report* (No. 1134) praises their analysis. Also summarized are the mishaps that plagued the Surgeon General's Advisory Committee. According to the author, the only issue Cater and Strickland failed to discuss adequately was one that asked what type of government action would solve the violence problem.

1096. Karayn, Jim, "The Case for a Nightly 'Public Affairs Presence,'" pp. 41-43.

The need for more public affairs programming in public television is discussed. The author suggests that public television should not attempt to compete with commercial network news but rather should fulfill a complementary function. He notes, "As commercial television news encourages awareness, public broadcasting seeks to increase understanding." According to Karayn, public television enjoys the luxury of being selective, flexible in format, and open to a variety of opinions. In short, it has the potential of becoming the modern public forum.

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1097. Breitenfeld, Rick, "G.I.G.O.: Forward to Yesterday," p. 5.

Breitenfeld looks back to 1823 when education viewed new technology as evil and radical. The introduction of the writing slate created recognizable suspicion and educator paranoia.

1098. Rowland, Willard D., Jr., "'Public Involvement': The Anatomy of a Myth," pp. 6-21.

A discussion of public broadcasting's failure to become truly responsive to the wants and needs of the general public. The author contends that public broadcasting is not developing a distinct personality of its own and is in fact following the "conceptual framework of traditional mass politics and commercialism." Part of the problem, according to Rowland, is the domination of the public broadcasting institution by a group of wealthy and powerful elites. Furthermore, a general lack of government funding has hindered progress. The article includes an examination of the nature of the relationships among the various national organizations and the implications of such relationships. The Carnegie Commission, CPB, PBS, and OTP are referred to throughout the piece.

1099. Hiner, Richard, "NHK: Japan's Other Miracle," pp. 22-31.

Japan's public broadcasting system, Nippon Hoso Kyokai (NHK), is visited some 50 years after radio first came to that country. The evolution of NHK is traced from its inception as the sole broadcast authority, to the present status as one of the finest public broadcasting systems in the world. Hiner includes discussions of the network's services, facilities, structure, budget, management, and personnel, research and programming. In addition, he examines NHK's relationship with commercial broadcasters.

1100. Arlen, Michael, "'Complacent Reasonableness,'" pp. 36-38.

In 1975, the Puerto Rican Media and Educational Council filed a complaint with the FCC against WNET, New York. The group charged that WNET had failed to meet the needs of the city's Hispanic population. In March, the FCC rejected the Puerto Rican challenge by noting that stations whose programs served the entire community "need not be responsive to the particular needs of each individual group within the community." In an excerpt from the *New Yorker*, Michael Arlen takes issue with the FCC decision and discusses minority programming and hiring practices. Furthermore, he explores the responsibilities of public broadcasting to its audiences. (See also No. 1101).

1101. O'Connor, John, "Does WNET Cater Only to Rich White Intellectuals?" pp. 38-39.

Following the FCC's dismissal of charges raised against station WNET by the Puerto Rican Media and Educational Council (No. 1100), a number of critics debated the role of public television in relation to minorities and the public at large. O'Connor's article, originally published in the *New York Times*, suggests that much of the discussion surrounding the case "is reduced to a simplistic battle between intellectual whites, presumably wealthy and powerful, and less fortunate minorities, presumably incapable of understanding or appreciating drama, music, or ballet." Even though he agrees that there is room for improvement, the author maintains that public television is providing important programming not available from the commercial industry.

1102. Ives, David O., "The Station Board's Role in Policy and Operations," pp. 40-41.

Even though the board of directors of a public broadcasting station is not involved with day-to-day decisions, it is responsible for station activities. Based on a BBC model, the suggestions presented by Ives assess the roles to be played by such a board.

1103. Seibert, Warren F., "Thinking Positively About Open Learning," pp. 41-46.

Great Britain's open university concept, allowing students to earn college credit through home television courses, has inspired similar small-scale programs in the United States. In his discussion of the merits of such programs, the author takes issue with an article on open learning by James Zigerell (No. 1047). He accuses Zigerell of being overly pessimistic of current efforts in the field, and he points to the numerous advantages of the new non-traditional forms of education.

1104. Smith, Jay C., and James T. Myers, "*Conversations in American Government*: Old Theme, New Approach," pp. 46-48.

Even though a number of universities have used videotape to supplement classwork, few have been as successful or creative as the University of South Carolina. The authors describe a new videotape course there entitled *Conversations in American Government*. The course consists of some 60 half-hour interviews with national leaders and is designed to stimulate interest and involvement in politics. The planning, format, and technical aspects of the class are discussed.

1105. Oglesbee, Frank, "Marshall McLuhan *Versus* the Facts About Television Effects," pp. 48-52.

As Marshall McLuhan emerged as America's best-known media critic, he simultaneously took on the image of a media personality and, during the 1960s, was often treated as a cult figure. The author, in breaking with the past, examines McLuhan as a researcher and reporter in the field of media effects. The areas of discussion, as listed by Oglesbee, include "effect of television on reading distance in elementary school children, charismatic effect of television on teachers, television as a tactile medium, television as an X-ray form, and television and violence." After refuting many of McLuhan's claims, Oglesbee concludes that McLuhan as a researcher was careless, unreliable, and overrated.

Volume 3, Number 4, July-August 1975

1106. Fellows, James A., "Public Broadcasting and Education: 'Much to do About Everything,'" pp. 6-11.

In the past, educational and public television goals and priorities were considered synonymous. Clashes prompted a CPB sponsored study through its Advisory Council of National Organizations (ACNO). Fellows reviews *Public Broadcasting and Education* and examines ACNO's recommendations for CPB involvement with instruction. "If one looks for an overall sense of the ACNO report's defects and its values, it is possible that they are one and the same. The studies tried to do too much; in so doing they illustrated the flaw in doing so."

1107. **McCarter, William J., "Competing: Notes from a Community Station," pp. 12-14.**

For years public television operated in a vacuum-like environment. It was relatively free from criticism and was not terribly concerned with ratings and competition. Those days, according to the executive vice-president/general manager of WTTW, Chicago, are gone. Drawing from his own experiences in a community station, McCarter discusses the current status of public television. He notes that public stations have an obligation to compete and to serve their audiences. Funding, programming, and the future of public television are also discussed.

1108. **Wedemeyer, Charles A., "Satellites, Cable, and Education: Looking Beyond the Classroom," pp. 15-21.**

A discussion of the uses and misuses of new technologies. The author charges that too many new communications devices are integrated into conventional cultural systems without regard to real potential. He points to educational uses of radio-television-satellite-cable as "school aids," and he criticizes society's assumption that education is always synonymous with schooling. He expresses his dismay that education has not benefited from communications technology.

1109. **Esplin, Fred C., "Long Range Funding: The Forgotten Chapter," pp. 22-27.**

Many observers believe that public broadcasting suffered a major setback in 1971 when the Office of Telecommunications Policy withdrew a long-range funding bill designed to bring hundreds of millions of dollars into the industry. The author summarizes the strengths and weaknesses of the bill and provides background to the proposal's demise. The roles of OTP, CPB, NAEB, PBS, and the Office of Management and Budget are examined. Esplin notes that the bill would have dealt with many of the problems ignored in the Public Broadcasting Act of 1967.

1110. **Breitenfeld, Rick, "G.I.G.O.: The Thesis," p. 28.**

In his monthly column, Breitenfeld takes on the difficult task of explaining the "intricacies of thesis writing." Struggling students are offered advice and style guidelines.

1111. **Compesi, Ronald J., "Dramatic Production at the Local Level," pp. 29-32.**

Dramatic programming produced and distributed as a local effort is often overlooked when compared to the offerings available on the PBS interconnection. Compesi reports the results of a survey of public broadcast stations involved in drama. Structure and scope of their efforts are indicated. Reasons for the scarcity of such productions are identified.

1112. **Avery, Robert K., "Where We've Been and Where We're Going (Or Need to Go) in Broadcast Education," pp. 32-35.**

The advent of broadcast education in universities has raised considerable discussion about form and function. The author examines the past, present, and future of broadcast education in this country and discusses various philosophical approaches to mass media programs. Major points from the "long-standing practical *versus* theoretical debate" are summarized.

1113. **LeRoy, David J., and Allen Lichtenstein, "Measuring PTV Audience Cume: Making the Most of Your Questions," pp. 35-38.**

The authors provide public broadcasters with guidelines for designing telephone surveys. Since most public broadcasters are not concerned with complex research, the article does not deal with methodological issues. Rather, it stresses the importance of simple questions and demonstrates how poorly worded surveys may alter test data. Examples of questions are included.

1114. **Bell, Robert E., "On Becoming a Hit Program: How to Appeal to Programmers," pp. 39-40.**

A discussion of the reluctance of public programmers and managers to air innovative programs. Bell criticizes public stations for being too concerned with "knee-jerk localism." He also charges that the concept of alternative service has created too many self-imposed restrictions regarding the nature of public programming. Efforts by NPACT to expand news programming are summarized.

1115. **Lloyd, Frank, "Outside In," pp. 41 & 40.**

Public television has enjoyed a number of advantages over its commercial counterpart. In his commentary, the executive director of the Citizens Communications Center criticizes an FCC ruling that permits one body to control a city's two noncommercial stations. He points out that such channel allocations are being challenged in a number of cities. Philosophical, ethical, and practical problems arising from the ruling are discussed. In regard to the dual-channel licensees, Lloyd says, "Few, if any, provide the innovative, different services on the second (usually UHF) channel that were presumably the expectation behind the multiple-ownership exemption."

1116. **Denby, David, "The Documentary That Was Too Frank for Television," pp. 42-44.**

A summary of the events that led to the cancellation by WNET of a Swedish film entitled "Harlem: Voices, Faces." The internationally acclaimed film drew criticism from a number of black broadcasters, including Tony Brown, producer and host of the PBS series *Black Journal*. Brown warned that the program was nothing more than a "racist statement" capable of reinforcing current prejudices and stereotypes. Shortly after Brown raised these charges, WNET and a number of PBS member stations cancelled the program. The author attempts to present both sides of the issue by interviewing the producers of the film and others who advocated showing the documentary. Personal analysis is also provided.

1117. Kitman, Marvin, "How I Would Improve TV," pp. 44-45.

The current status of television would be drastically different if the TV critic for *Newsday* had his way. The author presents a new masterplan for the electronic medium as he attempts to answer the question, "What could have been done to make it better?" Kitman presents a number of humorous remedies for the vast wasteland. Access, programming, ratings, and public and commercial television are also discussed.

1118. O'Connor, John J., "Technology is Reshaping Documentaries," p. 46.

As technological advances in videotape prevail, the form and personality of television documentaries are being restructured. The author presents examples of videotape documentaries and contrasts them with traditional, commercial approaches. He concludes, "Technology, finally, is pushing some of the videotapers and some of the traditional documentarians toward a shared center."

1119. Krasnow, Erwin G., and G. Gail Crotts, "Inside the FCC: A Guide for Information Seekers," pp. 49-56.

In this special section of *PTR*, researchers are provided with guidelines on obtaining information and documents from the FCC. The article focuses on information related to broadcasting and cable. A list of useful addresses and telephone numbers is included. A sample request letter is included.

Volume 3, Number 5, September-October 1975

1120. Feldhaus-Weber, Mary, "Joan Robinson: One Woman's Story," pp. 10-14.

Death and dying have often been topics of discussion in the mass media. However, few programs on the subject have involved so much time and work as WITF's production, "Joan Robinson: One Woman's Story." The producer, a friend of Mrs. Robinson's, presents a personal analysis of the programming mechanics of the two-year project. More importantly, she summarizes viewer response to the program and discusses "the almost unendurable strain of living up to my commitment to make a film about this woman's reality, and my immense sadness at watching, helpless, as a friend died."

1121. Friedlander, Bernard Z., "Instructional TV: An Agenda for Self-Analysis," pp. 15-21.

A noted psychologist examines the past, present, and future of instructional television. He notes that the new medium has fallen short of its potential because of poor programming, the lack of teacher support, and rigid teaching strategies. Friedlander claims that instructional television is all too often used as an electronic textbook. He adds, "When television is used with the effectiveness inherent in the medium, no other teaching medium can perform as well or as flexibly in making the world of information, imagination, and reality accessible to the thought processes of a learner—or a million learners." Research in the area of instructional television is cited, and the author suggests means of improving the current state of the medium.

1122. Avery, Robert K., "Has the FCC Misplaced Public Radio," pp. 22-27.

Since its inception in 1945, educational radio has been granted a number of privileges over its commercial counterpart. However, in the last 14 years, the FCC has failed to take any significant action on FM assignments for public radio. Consequently, educational radio has been operating without guidelines and direction. In fact, licensing practices have threatened the future development of the medium. The author investigates past commission actions in the area and discusses recommendations issued by CPB and the NAEB. The views of commercial broadcasters are also presented.

1123. Krasnow, Erwin, "Broadcaster's Complaint," pp. 28-29.

In this open letter to the FCC, the author complains about the rules, regulations, and red tape associated with community ascertainment. He says that the commission's document, "Notice of Inquiry and Proposed Rulemaking in the Matter of Ascertainment of Community Problems by Broadcast Applicants," is nothing more than effort to create more paperwork. He charges that the commission is too concerned about compiling statistical data.

1124. Blakely, R. J., "Rethinking the Dream: A 'Copernican' View of Public Television," pp. 30-39.

The author of a history of noncommercial educational broadcasting presents a broad overview of the 1975 state of public television. The goals, history, finances, and organization of public television are discussed, as are the roles of Congress, the FCC, CPB, the Office of Telecommunications Policy, and various broadcast organizations. According to Blakely, the purpose of the article is to examine the roles and responsibilities of public television in serving the needs and wants of the American public.

1125. "Love Letters to Bruno . . . ," pp. 40-43.

One of the most celebrated series to appear on public television was *The Ascent of Man*. The person responsible for the series, Dr. Jacob Bronowski, affectionately known as "Bruno" to his friends, died a few months before the program was made available to the public. As *The Ascent of Man* gained recognition, thousands of viewers wrote letters in response to this unique individual and his very special programs. In tribute to Bronowski, *PTR* reprints ten of these letters.

1126. Lloyd, Frank W., "Board Nominees—CPB and Beyond," p. 44.

In his regular commentary, Lloyd examines the problems surrounding the nominations of Corporation for Public Broadcasting board members. The article, sparked by the nomination of Joseph Coors, deals with the Senate Communications Subcommittee's agreement to consider proposals that would redefine qualifications for CPB board nominees. The author warns against legislative overkill and recommends that the legislature specify areas of background and experience necessary for a board nominee.

1127. Young, Elizabeth, "Some Highly Useful—If Controversial—TV Policy Proposals," pp. 46-48.

A review of the three-volume report to the FCC, *Technological Boundaries of Television*. The work, written by Raymond M. Wilmotte, includes carefully researched predictions as to the future of television. While much of the study is technically oriented, Young notes, "One of the strengths of the report is its coordinated consideration of the technological, economic, regulatory, and social factors that may affect the medium." The study also examines the future of cable, videodiscs and videotape, satellites, and microwaves.

1128. Filep, Robert T., "Letter from . . . India," pp. 50-53.

With the advent of television, researchers in India are investigating all forms of media development beyond that of newspapers and radio. The author presents some general impressions of the country and discusses the progress of the American Indian project, the Satellite Instructional Television Experiment (SITE). The experiment, programming for some 5,000 Indian villages, deals with agriculture, family planning, national integration, education, health, and hygiene. It is hoped that SITE will provide much information regarding the feasibility of satellite applications to the problems of developing nations.

1129. O'Connor, John, "TV Criticism—Is It All a Dream?" pp. 54-55.

An analysis of the Workshop for Television, part of a conference arranged by the Aspen Institute Program on Communications and Society. The workshop, designed to bring new and more scholarly writers to the field of television criticism, dealt with TV's impact and potential. According to the author, TV has become too important to be left to daily program reviewers. "The basic problem is hardly new: How does the mind that considers itself serious deal with the popular culture, which generally does not consider itself serious, except perhaps at the solid 'bottom line' of success and profit."

1130. Rice, Michael S., "Dear Reader," p. 55.

In response to an article from *TV Guide*, the vice-president and general manager of the WGBH Educational Foundation refutes the charge that public television is elitist. He notes that Boston's public station attracts half of the households in that area at least once a week. Furthermore, he praises public TV for providing many services not available on commercial stations.

1131. Vanocur, Sander, "The Critics in Congress," pp. 55-56.

In light of congressional actions, the author criticizes the nation's leaders for being overly concerned with television programming. According to Vanocur, too many congressmen see television as the medium that should be responsible for upgrading the intellectual and moral aspects of America. In fact, he believes television is primarily a medium of mass marketing. Vanocur charges that a few congressmen are obsessed with sex and violence studies; the product is often like "that wonderful new adventure in ambiguity, confusion and timidity called the Family Hour."

1132. No author named, "Mrs. Oberholtzer vs. Democracy" (from the Philadelphia *Inquirer*), p. 56.

For eight years, Philadelphia's public television station aired the full deliberations of the city's Board of Education. Six members of the board suddenly voted to prohibit station WHYY-TV from televising the speaker's portion of the hearings. In justifying her vote, the vice-president of the school board, Delores Oberholtzer, charged that the station was more interested in sensationalism than in the business of the school system. The *Inquirer's* editorial suggested that the board reverse its undemocractic ruling.

1133. Breitenfeld, Rick, "G.I.G.O.: Ol' Cap'n Bill," p. 60.

Before the Public Broadcasting Service and the Corporation for Public Broadcasting existed, the NAEB served as the educators' only voice. In his commentary, Breitenfeld pays tribute to Bill Harley, the leader of the association.

1134. Cater, Douglass, "The Violence Study: Preliminary Remarks," pp. 62-63.

In this *PTR* supplement, the author discusses the history and controversial nature of the Surgeon General's study on television violence. Cater, coauthor of *TV Violence and the Child: The Evolution and Fate of the Surgeon General's Report*, points to the weaknesses of the original study and suggests alternative methods of dealing with the problem. He suggests that the television industry seek help from social scientists. (See also Nos. 969, 1095, 1135)

1135. Tannenbaum, Percy H., "Social Science and Policy Formation," pp. 63-64.

As part of a special symposium called "Can Research Influence Television: The Surgeon General's Report on Television and Violence Revisited," the author deals with the role of the social scientist in policy formation. He notes that social scientists generally involve themselves with the development of theory and not the formation of political policies. Restrictions in methodology and measurement are discussed. Tannenbaum says that social scientists did not contribute any new information to the study but, rather, simply confirmed what was already known. (See also Nos. 1134, 1136)

1136. Coffin, Thomas E., "A Network Perspective on the Violence Study," pp. 64-65.

NBC's vice president in charge of television and radio planning research examines the makeup of the Surgeon General's Committee on Television and Violence. He comments on the diversity of the group and on the various philosophical approaches present. Even though the committee was criticized for partially relying on laboratory-oriented social scientists, the author believes that "... any objective group would have had to draw substantially the same conclusions." Coffin goes on to praise the study and cites NBC's efforts to reduce violence as proof that the report had an impact on the three commercial networks. (See also Nos. 1135, 1137)

1137. Adler, Dick, "Kicking Around That Report on TV Violence," pp. 65-66.

A summary of the University of Southern California's symposium called "Can Research Influence Television: The Surgeon General's Report on Television and Violence Revisited." The author presents the major points of speeches made by Douglass Cater, Percy H. Tannenbaum, and Thomas E. Coffin. Philosophical orientations, strengths, and weaknesses of the report are discussed. (See also Nos. 1136, 1138)

1138. Allen, Charles E., "Reply to Adler: A Modest Proposal," p. 66.

In response to Dick Adler's article on the USC colloquy on TV violence (No. 1137), the author suggests an original and humorous method of dealing with the problem. His answer, known as the Controlled Violence Quotient (CVQ-TV), applies new uses to existing technology. Flashing signs, warning buzzers, safety harnesses, automatic channel changers, and even air bags prevent the viewer from watching anything that may be hazardous to his health. (See also No. 1139)

1139. Macdonald, Torbert H., "Television and Violence," pp. 67-68.

According to a *Washington Post* editorial, the adoption of "family viewing time" was a symbol of television's maturation. In response to these remarks, the author contends that the family viewing time concept was "... a masterful piece of public relations by the networks but a terribly inadequate response to the problem." Research studies, evaluations of family viewing time, and alternative means of dealing with violence are discussed. (See also Nos. 1138, 1140)

1140. Asimov, Issac, "Violence—As Human As Thumbs," p. 68.

The noted science-fiction writer provides a 3,000-year history of violence. He advocates the elimination of violence "for the simple reason that it serves no purpose any more, but points us all in a useless direction." Modern enemies like overpopulation, famine, pollution, and scarcity cannot be overcome by violence, he says. Instead, answers must come out of human cooperation. (See also No. 1139)

Volume 3, Number 6, November-December 1975

1141. Kaiser, Lloyd, "'The Incredible Machine': New Exception to an Old Rule," pp. 5-7.

Inspired by the overwhelming success of "The Incredible Machine," the president of WQED, Pittsburgh, asks the questions: "Why hasn't something like this happened before, and how do we make it happen again?" He compares public television's audiences and ratings with those found in commercial television. Public programming in general is examined, as are the specific aspects of "The Incredible Machine." The program surpassed all previous ratings records for public broadcasting. The author attributes much of the success to the National Geographic's reputation and to an extensive advertising campaign. (See also Nos. 1142, 1143)

1142. O'Connor, John J., Barbara Holsopple, Owen McNally, Bill Carter, Percy Shain, Patty Moore, and John Camper, "'The Incredible Machine': What the Reviewers Said," pp. 8-12.

When the PBS special about the human body, "The Incredible Machine," aired, critics generally acclaimed the program as outstanding. In this special section of *PTR*, the editors present several reviews from various newspapers across the country. (See also Nos. 1141, 1143)

1143. Singer, Arthur J., "After 'The Incredible Machine': A New Look at Promotion," pp. 13-16.

Advertising, promotion, and public relations have never been strong points in the world of public broadcasting. One program, "The Incredible Machine," broke from this tradition when it employed the help of a professional advertising agency. Surveys showed that as much as 36 percent of the viewing audience in some areas watched the program, a figure breaking all records for public broadcasting. The author discusses the implications of "The Incredible Machine" and calls for more promotion in the industry. He recommends new directions for PBS, CPB, and local stations. (See also Nos. 1141, 1142)

1144. Bagdikian, Ben H., "Public Broadcasting: The Invisible Vision," pp. 17-21.

When the father of radio, Lee De Forest, began broadcasting music in 1907, he most likely saw this new medium as an educator and culture-bearer. According to the author, the electronic media of television and radio have fallen far short of their potential. He says they are dominated by sex, violence, and mass marketing, and these media have produced a materialistic society that views violence as normal. The history of commercial and public television is discussed, and Japan's successful public broadcasting system is compared to America's.

1145. George, Dick, "Writing (Yes, Writing) for Public Television," pp. 22-25.

The head writer for the Maryland Center series *Consumer Survival Kit* discusses the difficulties of writing for public television. He provides guidelines for aspiring writers and stresses the importance of writing as a specialty. George observes, "Writing seems to be a forgotten function in public broadcasting. There are very few people around called writers. Mostly, there are hyphenates: producer-writer, director-writer, talent-writer."

1146. Andorfer, Greg, "Pictures of the Near East," pp. 26-27.

The Near East's sudden emergence as a world energy source has sparked interest in that area's history and culture. The author, back from a tour of the area, attempted to produce a public television series about the Near East. Impressions of his visit and expectations of the series are presented.

1147. Toohey, Daniel, "Retrospection by a Former Leader," pp. 28-29.

A review of the work by John Macy, *To Irrigate a Wasteland: The Struggle to Shape Public Television System in the United States.* The author criticizes the book for containing "nothing revelatory for persons who have been involved with public broadcasting for the past several years." Macy, the first president of the CPB, reviews the history of public broadcasting with particular emphasis on such organizations as NET, NAEB, the Ford Foundation, the Carnegie Commission, and PBS. Congressional actions are also studied. Macy suggests ways of improving the system and discusses new technologies. Furthermore, new methods of financing public television are recommended.

1148. Breitenfeld, Rick, "G.I.G.O.: The Gremlins," p. 36.

As the newest CPB study unfolds, more and more meetings are held. In his monthly commentary, Breitenfeld observes the proceedings of a powerful, but previously unknown group, the public broadcasting gremlins.

1149. Mendelsohn, Harold, "Developmental Research: A New Direction for Public Telecommunications," pp. 38-40.

In the past, telecommunications research has concentrated mainly on theoretical rather than practical issues. The author charges that most public television research "represents nothing more than a fancied-up bookkeeping effort designed to track viewers who either tune in occasionally or remit gifts or do both." New approaches to research are wanted. The roles to be played by public broadcasting and the impact of new technologies must be studied.

1150. Lucroy, Bennie F., Jr., and Libby Rodes, "*Just Around the Corner*: A Functional Approach to Adult Education," pp. 41-44.

Studies commissioned by the U.S. Office of Education reveal that one out of five American adults is functionally illiterate. In Mississippi, a new approach to educating adults is being initiated, and much of the program relies on instructional television. The authors examine the staff development, delivery system, recruitment, and the potential of open-air broadcasts in the educational program. They note that adult needs are different from those of children. Thus, the instructional television program, *Just Around the Corner*, does not attempt to develop literacy skills, but emphasizes motivation.

1151. **Busby, Linda J., "The Importance of Teaching Social Responsibility Theories of the Media," pp. 44-47.**

Mass media today play a major role in shaping society's values and beliefs. In light of this fact, the author discusses the importance of media theory in education. She notes that the philosophy of media social responsibility has developed in this country over the last 20 to 30 years, thus placing new and different demands on media educators. The author cites a number of FCC rulings and regulations to demonstrate the need for social responsibility in the electronic media. Furthermore, the implications of the Fairness Doctrine, the Equal Time Rule, and other FCC statements related to access are studied.

1152. **Biegle, Len, "Producers as Managers: Making the Most of Staffs and Advisory Committees," pp. 47-48.**

The author examines the managerial aspects of producing a television program. He believes the manager must lead his staff while simultaneously working with advisory committees and special interest groups. Furthermore, expanded use of advisory committees by public television stations is suggested.

1153. **Lloyd, Frank, "Alabama: Is Anyone Watching?" p. 49.**

In 1974, the FCC issued a decision revoking the licenses of stations licensed to the Alabama Educational Television Commission (No. 1083). The action stemmed from charges of racial discrimination in programming and employment. Since that decision, a group of predominately black Alabamians has applied for three of the open licenses. The group, known as the Alabama Citizens for Responsive Public Television, has submitted its proposal to the FCC. In his monthly column, the author examines the structure of the group and generally applauds the proposal to the FCC. In discussing the document, Lloyd states, "It raises and attempts to resolve in microcosm many of the key issues all of public broadcasting faces: centralization versus localism, ascertainment of community needs, and direct public access to programming and decision making."

1154. **Reston, James, "On Learning and Earning," p. 50.**

After summarizing the findings of the National Manpower Institute's study on the nation's work and education patterns, Reston criticizes the mass media for not devoting more attention to such research. He notes, "One threshold problem is that these studies, involving years of work by concerned citizens, have such a small circulation and are so widely ignored by press, radio, and television."

1155. **Goldfarb, Ronald, "Trendy Crime: Will the Media Always Go Along?" pp. 50-51.**

In light of media coverage of assassination attempts, the author suggests that the press reexamine its responsibilities and practices. He also raises questions related to media effects.

1156. **White, Jean M., John J. O'Connor, Stephanie Harrington, and Marvin Kitman, "Program Reviews of *Woman Alive!*" pp. 54-56.**

Four television critics provide separate reviews of the public television series, *Woman Alive!* Different perspectives result in a variety of evaluative comments.

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1157. **Pepper, Robert, "The Interconnection Connection: The Formation of PBS," pp. 6-26.**

An in-depth review of the formation of the Public Broadcasting Service. The author examines the reasons for the CPB decision to create a new organization responsible for interconnection rather than to assign the task to National Educational Television. The policies and strategies used to implement the Corporation's final decision are chronicled. The roles of NAEB's Educational Television Stations division (ETS), the Ford Foundation, the FCC, and various local stations are also identified. The author investigates the impact of the Public Broadcasting Act of 1967 on the formation of PBS. Alternative proposals to PBS are examined, and debates over localism and nationalism are reviewed. Extensive references. (See also No. 1207)

1158. Warnock, Thomas, "Public Radio: Taking Off at Last?" pp. 27-31.

Though commercial radio has played a major role in American life, public radio is viewed as not yet having made an impact. With aid from CPB, public radio could become as successful as its commercial counterpart. CPB's director of radio activities reviews some radio studies and discusses the history, funding, programming, and future of public radio. The roles of the FCC, National Public Radio, and the Association of Public Radio Stations (APRS) are investigated. Warnock specifically cites the success of Minnesota Public Radio as proof of public radio's potential. Five-year goals for the medium are included.

1159. Kobin, William, "*Feeling Good:* The Anatomy of a Program," pp. 32-37.

The executive producer of the series *Feeling Good* describes the development and philosophical approaches to one of television's first adult health series. He notes that the program concentrated on preventive rather than curative health and that it was aimed at a diversity of audiences. Also outlined is research conducted in the preliminary stages of the program. Reasons for incorporating entertainment values into the program are identified.

1160. Shooshan, Harry M., "Cable Television: Promise *Versus* Regulatory Performance," pp. 38-44.

When the FCC implemented its frequency allocation plan in 1952, it set aside some 2,000 television stations to serve 1,300 communities. The author contends that the FCC did not realize how expensive television programming would be, and consequently, less than 900 TV stations were operating in 1976. Shooshan comments, "Cable television has developed largely in response to these flaws in the FCC plan." He charges that the commission has hindered the development of cable in major markets and accuses the FCC of giving more concern to individual broadcasters than the public at large. His study on cable television, issued by the House Subcommittee on Communications, provides new legislative recommendations. Furthermore, how cable will fit into the contemporary media mix is considered.

1161. Breitenfeld, Rick, "G.I.G.O.: DACS Turnabout," p. 45.

The flavor of usual CPB/PBS communications with local stations is captured in three telegrams sent from the locals to Washington. Subject matter includes new auditing procedures, minority employment, and the flagging of phrases used in letters sent to the American public.

1162. Strauss, Thomas Petry, and Howard Litwin, "Letter from . . . Israel," pp. 46-51.

Israel's Hebrew University of Jerusalem has been involved in two major community television projects designed to bring about social progress. The authors, back from a tour of that country, describe their impressions of Israel's television system and discuss the nature, distribution, and ramifications of the new programs.

1163. Witherspoon, John, "Perspective at Launch Time: The Public Service Satellite Consortium," pp. 52-54.

The launching of two satellites, Applications Technology Satellite (ATS-6) and the Canadian-American Technology Satellite (CTS) is discussed in terms of the impact on the future of public broadcasting. The author explains the functions of the Public Service Satellite Consortium (PSSC), the body designated to aid in the use of the new hardware. PSSC is a co-op of public service organizations. A listing of members is included.

1164. Norwood, Frank, "Wingspread Conference on Media and International Understanding," pp. 54-56.

In summarizing the major points of the Wingspread Conference on the Media and International Understanding, the author discusses some of the problems associated with the internationalization of education. America's role in these endeavors is analyzed. The implications of emerging technologies in international education are also examined.

1165. Greenberg, Bradley S., and Walter Gantz, "Public Television and Taboo Topics: The Impact of 'VD Blues,'" pp. 56-59.

The public television program, "VD Blues," was the first major broadcast to deal candidly with issues related to venereal disease. The presentation of the program allowed researchers Greenberg and Gantz to study the concept of "taboo communication" as it relates to mass media. In their survey, the authors attempted to measure how exposure to a mass media program reduces topical inhibitions, increases perceived and actual knowledge, and influences beliefs about the topic's importance.

1166. Lloyd, Frank, "Is There 'Prime-Time Access' in Public Television?" p. 60.

The author discusses the ramifications of FCC's Prime-Time Access Rule as it applies to commercial and public broadcasting. He notes that public television, through the efforts of CPB and PBS, is exempt. Lloyd suggests that a prime time access rule could be beneficial and could stimulate public broadcasting by encouraging more local and special-interest programming.

1167. Sterling, Christopher H., "Review of the Best Mass Communications Books for 1974-1975," pp. 61-69.

The author briefly reviews some 85 books dealing primarily with mass communications and broadcasting. The publications are divided into the following categories: general media, media readers, broadcasting and society, regulation and control, cable and new technologies, media journalism, educational applications, audience research, production guides, and books on foreign and international media. A complete bibliography is included. (Previous installment: No. 1085) (See also No. 1241)

1168. Dreyfuss, Joel, "Public Television: Toward a Redefinition of Minority Roles," pp. 70-72.

Even though public television should provide important services to special-interest groups and minorities, its past performance has been worse than that of the commercial medium. According to the author, public television "has fewer programs featuring blacks than the networks, a worse record of minority employment and often, like commercial TV, lets dollars dictate its programming choices." CPB, PBS, SPC, and Congress are discussed regarding minority programming. A number of black television series are examined. Programming for women and the Spanish-speaking is also studied.

1169. O'Connor, John J., Cecil Smith, Tom Shales, Win Fanning, Jim O'Brien, Richard Schickel, and Harry F. Waters, "Program Reviews of *The Adams Chronicles*," pp. 73-76.

Seven media critics review the public television series *The Adams Chronicles*. The quality of the series is praised. The ability of American television to produce historical/dramatic programs comparable to BBC productions is underscored.

Volume 4, Number 2, March-April 1976

1170. Farr, Karen Steffire, "Ask a Silly Question . . . ," pp. 7-18.

In November 1975, the Corporation for Public Broadcasting contracted the Roper organization to conduct a survey on public television. The survey investigated audience characteristics and viewing habits. Shortly thereafter, CPB released a report based on the survey. A number of experts questioned the correlation between the findings of the Roper survey and the conclusions of the CPB. The director of research at WNET reexamines the report and discusses problems with procedures and data reporting. Farr concludes, "Because of differences in the way the data were generated, the report cannot be said either to affirm or refute the findings of previous studies, nor can the overall effort be said to reveal very much at all about public television viewers." Tables and findings from the original CPB report are included. (See also No. 1184)

1171. Breitenfeld, Frederick, Jr., "Public Broadcasting: A Two-Party System," pp. 19-23.

Breitenfeld predicts that as public broadcasting becomes more complex, the key areas of discussion will deal with the placement of power. He suggests that public broadcasting will inevitably be separated into the two camps of localists and centralists. Actions of the FCC, CPB, PBS, the Ford Foundation, and NET are discussed. Breitenfeld also reviews the differences, advantages, and disadvantages of the two political approaches.

1172. Rowland, Willard D., Jr., "Tension Among Friends: Dilemmas Facing the Volunteer Movement in Public Broadcasting," pp. 24-28.

Volunteer workers have become vitally important to public broadcasting. Legislation calling for matching-grant appropriations placed a high priority on nonfederal funding and, thus, on the volunteer movement as well. The author discusses volunteers, their characteristics, and motivations. He also examines the relationships and conflicts between station management and volunteers.

1173. McKay, R. Bruce, "Financing Public Broadcasting: Problem or Symptom?" pp. 29-35.

The author provides an overview of the past, present, and future of public broadcasting's funding problems. The Carnegie Commission's findings and recommendations are summarized. The actions of CPB, PBS, and Congress are reviewed. The implications of the Public Broadcasting Act of 1967 and the Public Broadcasting Financing Act of 1975 are also discussed. McKay maintains that the industry has spent too much time debating financial matters rather than examining more important questions related to the roles and responsibilities of the public media. Such issues as alternative programming and localism are also examined.

1174. Harley, William G., "G.I.G.O.: The Harley Hypothesis: An Innovative Principle for Combatting Change," pp. 36-40.

This guide instructs educators, community leaders, politicians, and administrators how to combat change. The article comments on the red tape and complexity of the American bureaucracy.

1175. Fryman, John E., and Noyes W. Willett, "CTS/SECA: Communication Satellites and Television Networking," pp. 41-43.

Changes in the scope of satellite usage are discussed in terms of the Communication Technology

Satellite (CTS) and ATS-6 systems. Technical aspects, expected video performance, and evaluation objectives of the project are reviewed.

1176. Plude, Frances Forde, "On Target: Instructional Television Fixed Service (ITFS)," pp. 43-48.

The author traces the history of ITFS and its relationship with the FCC and NAEB. Characteristics, applications, problems, potential, and funding of the program are discussed. Current users, including the Catholic Television Network, Cleveland, Georgia, Indiana, Florida, Stanford, and USC are examined.

1177. Dahringer, Paul, and Mark J. Klugman, "Public Radio: Programming the Aural Environment," pp. 48-49.

Public radio's inability to vary its programming is discussed. The authors maintain that public radio is modeled after public television. They also point out that most radio audiences use the medium "as an environment to do something else," and they add that public radio must tailor its programming to such people. Suggestions for improving the medium are provided.

1178. Lloyd, Frank W., "Public TV: Will It Cover Media Issues Commercial TV Ignores?" p. 50.

Commercial television has become as powerful and complex as some branches of government. Yet, this electronic medium has never received the type of media coverage typically devoted to the federal government. The author suggests that public television assume the responsibility of covering media and media issues. Public television should examine the FCC and hearings on the Family Viewing Hour, pay cable, and license renewal.

1179. No author named, "Educational Media: A Mixed Bag" (from *Change* magazine), pp. 55-56.

The status of educational media is examined. The author finds present problems to be more psychological than technological, and he adds that too many people have assumed new media will singly revolutionize the classroom. Film and television are still considered as the mainstay of the system. The use of instructional television in Indiana, Nebraska, and California is also discussed.

1180. O'Connor, John J., "Mr. Rogers, a Gentle Neighbor," pp. 58-59.

A portrait of the creator, writer, composer, and host of public television's *Mister Rogers' Neighborhood*, Fred Rogers. His series for children has gained national acclaim.

Volume 4, Number 3, May-June 1976

1181. Harris, William W., "'A Nice Place to Visit, But. . . ' Television's Image of the City," pp. 7-14.

A general discussion of mass media's role in forming negative images of the city. Harris cites numerous instances in which journalists and programmers have depicted the city as a violent, dirty place to live. He suggests that commercial television in particular created the image. Two FCC rules dealing with ascertainment and access are summarized. Following the media critique, Harris discusses a Boston TV program, "Jamaica Plain: Options in the City," which was designed to rebuild confidence in that city.

1182. Hall, George, "Is It Time to Turn ITV Off?" pp. 15-20.

Hall notes that, in the past, too much attention has been drawn to the economics and the quotable statistics that characterize ITV. Of greater importance is the need to demonstrate the actual learning derived from instructional programs. The current status of the medium is presented, and objectives for the future are outlined. Research results are also reported for a study of the skills learned through the program *The Electric Company*.

1183. Kassel, Virginia, "Television History: *The Adams Chronicles*," pp. 21-25.

The producer of the acclaimed public television series, *The Adams Chronicles*, writes of the joy and headaches involved in the six year project. She notes, "In the *Adams* projects, the single most difficult aspect was the translation of documented material into dramatic form." Much of the article deals with the research involved in the $7 million production.

1184. Rosenbluth, Leon, "Is the Cup Half Empty or Half Full?" pp. 26-31.

In Fall 1975, CPB hired the Roper organization to conduct a survey on public television. Shortly thereafter, the Corporation released a report based on the findings of that study. The report raised a number of questions among critics, including WNET's Karen Farr (No. 1170). She questioned the correlation between Roper's findings and the conclusions of CPB. Rosenbluth, in response to that article, defends CPB and its report. Farr's subsequent reply expresses disappointment ". . .that Mr. Rosenbluth did not use this opportunity to address himself to the specific questions I raised concerning the CPB report of the Roper data."

1185. **Breitenfeld, Rick, "G.I.G.O.: The Patient," p. 32.**

Diagnosed malinstruction is thought to be helped through studies, workshops, and analyses, with doses of instruction falling last in line. The patient eventually rebels against the curative run-around.

1186. **Carlisle, Robert, "Letter from. . .San Francisco State," pp. 33-37.**

San Francisco State's Broadcast Communications Arts Department more than doubled its enrollment between 1968 and 1976. Carlisle examines the status of the academic program and identifies its unique course of study.

1187. **Danna, Sammy R., "The Long Fight to Save a Classical Radio Station," pp. 38-39.**

When Chicago's classical radio station WEFM entered into a proposed ownership and programming change, none of the parties involved expected a legal confrontation. The decision to drop the classical format and become rock-and-roll met with opposition. A special interest group, the Citizens Committee to Save WEFM, took the case to the FCC, and as traced by the author, eventually to the courts. (See also No. 1324)

1188. **Morlan, Donna, and Robert J. Currie, "Television and Parent Education: Programming for Handicapped Children," pp. 40-42.**

The federal government has funded the development of a number of projects, including Project FEATT, Facilitating Educational Achievement Through Telecommunications. In aiding the handicapped child, the project seeks to decrease institutionalization and to mainstream children for an adjusted life within the community. The authors trace the history of the project and discuss early videotape pilot programs. Distribution methods are also mentioned.

1189. **Stevenson, Robert L., "Increasing the Public Television Audience: Results of an Experiment in Seattle," pp. 42-45.**

One of public television's main responsibilities is to provide programming for specific target audiences. The author discusses a Seattle experiment where researchers attempted to measure the effects of "target promotion." Such promotion is designed to increase awareness of the program among members of the specific target audience. A program for the elderly was used in the experiment.

1190. **Buttino, Tony, " 'TV for Learning Week': EEN Increases Awareness," pp. 45-47.**

Even though instructional television has been around for some time, it has never really gained exposure on commercial or public television stations. The author discusses the Eastern Educational Network's attempt to remedy the situation by conducting a national "Television for Learning Week." The project gained the support of PBS and CPB. The author discusses some of the programs that were slated for the various PTV stations across the country.

Volume 4, Number 4, July-August 1976

1191. **Aguayo, Joseph, "Tuning In to the Latino Audience: Public Broadcasting Meets Its Market," pp. 8-13.**

Aguayo provides an overview of the relationship between public broadcasting and the Latino audience. The roles of Congress, the FCC, the Office of Education, and CPB are reviewed. Also, the activities of various Latino groups are described. The author notes that "television programming in the 1960s meant little to the Latino in this period of soaring hopes for America." He adds that in the 1970s, the importance of minority programming became more obvious. As a service to public broadcasters, Aguayo includes some Census Bureau figures on the Spanish-speaking population.

1192. **Parra, Jose Antonio, "Bilingual Programming for Latinos: The Media's Missing Link?" pp. 14-18.**

For years, minority programming meant black programming. In light of this,, the National Latino Consortium was formed. After reviewing the relationship between media and Latinos, the author discusses the history of this influential group. The actions of CPB and PBS are underscored. Parra also emphasizes the importance of bilingual programming. The composition of the Latino audience in the western states is presented.

1193. **Blair, Sharon, "A Program Manager and Bilingual Programming: Employment is the Answer," p. 19.**

The program manager for Houston's public television station KUHT discusses the audience and programming for Latinos. She notes that there is a relative scarcity of bilingual programming, and it is concluded that significant programming will become available only when Latinos are integrated into the station's staff.

1194. **Barrera, Aida, "*Carrascolendas*," pp. 20-24.**

The producer of the Latino children's program *Carrascolendas* describes her impressions of growing up as a minority. She also discusses her experiences in obtaining funding for and producing the program. The roles of the Office of Education and PBS are discussed. The evolution of the program from its origin as a local Austin-San Antonio effort to a nationally distributed program is traced.

1195. **Berkman, Dave, "ESAA Funding of Bilingual Programming," p. 25.**

A breakdown and description of various U.S. Office of Education-funded Latino programs. Nine titles are identified as programs already produced or under production.

1196. **Cintron, Humberto, "Reflections On an NAEB Convention. . .What It All Means," pp. 26-29.**

The author criticizes educators and the NAEB for their failure to address the issues of bilingual electronic education. The article was written in response to the 1975 NAEB Convention.

1197. **del Solar, Daniel, "Toward 'Unfringed' and Open Programming: Some Workable Suggestions," pp. 30-33.**

While discussing PBS and its minority programming, the author reviews broadcaster problems in scheduling, production, costs, and audience building. Access-type programs available to special-interest groups as free television time are recommended. The success of San Francisco's Open Studio Television (OST) is cited, and del Solar notes that many OST programs have won national awards. Costs, production, and staffs for the project are mentioned.

1198. **Breitenfeld, Rick, "G.I.G.O.: The Morning Mail," pp. 34-35.**

Breitenfeld provides a tongue-in-cheek review of the variety of memos and letters lurking on a station manager's desk.

1199. **Cheng, Charles, "Letting Down the 'Ethnic Turf' Defenses," pp. 38-41.**

One of the more ambitious television programs for children, *Rebop*, attempted to emphasize cultural pluralism. In keeping with federal funding guidelines, the composition of the program's advisory board was multi-racial. Cheng, a member of that board, summarizes some of the issues and discussions raised by the 15-member group.

1200. **de Bogart, Erik Van, "Recapturing a Heritage: Franco-American Programming in Maine," pp. 44-49.**

Maine's community contains a high percentage of Franco-Americans. In response to the French-speaking population of their state, educators, the Maine Public Broadcasting Network, and the U.S. Office of Education began work on a bilingual program for children. The result of these efforts was *La Machine Magique*, a program designed to promote cultural plurality and positive self-images among French-speaking children. The history of the project is described.

1201. **Baird, Bruce, "Is It Worth the Climb?: Programming Efforts for Native Americans," pp. 50-53.**

The director of Minority Affairs for the South Dakota Public Broadcasting Network discusses the self-satisfaction in producing minority programs. He specifically examines the network's role in producing a series about Native Americans. South Dakota's Indian community, its concerns, and problems are summarized. The author notes that more broadcasting facilities are being built to serve the Native American.

1202. **Hayes, Mimi, "*Amerasia* Dispels Myths of the 'Model Minority,' " pp. 54-56.**

The U.S. Office of Education, through the Emergency School Aid Act, has been providing funding for educational minority programming. Needless to say, the process of applying for such funds is complicated and time-consuming. The author describes the work involved in writing and researching a proposal for special programming for Asian-American children. The program, *Amerasia*, attempted to trace the history and lifestyles of Asian-Americans.

1203. **Buckner, Tom, "Letter from. . .San Marcos Daily Record," pp. 57-59.**

Inspired by the FCC's ascertainment procedures, the editors of the *San Marcos Record*, a daily Texas newspaper, have built an ascertainment program of their own. The editor of the paper describes the procedure.

1204. **Johnson, Rolland C., Donald E. Agostino, and Kenneth Ksobiech, "A Tale of Two Populations: 'Caveat Emptor,' " pp. 65-67.**

Research and surveys have become commonplace in the mass media. Public broadcasting stations often rely on such studies to make decisions and to assess funding. The authors note that all too often, audience surveys can be misleading and that ". . .choosing the population of an audience survey may predetermine results." To illustrate, a study for WFIU-FM, Indiana University, is reported.

1205. **Hoachlander, Marjorie E., "The Museum of Our Encounter: Viewpoints of Television Programming," pp. 67-70.**

The relationship between public television and museums is examined. The author reviews the conclusions of two recent meetings held by the NAEB and the American Association of Museums. While some programs have used museum collections in production, the author notes that museums have been reluctant to trust the medium of television.

1206. Lynn, Jerry R., "Audiences Within the Audience: Profiles of Special-Interest Radio Listeners," pp. 72-74.

The author reviews his study on the characteristics and programming preferences of the audience of WUOT-FM, Knoxville, Tennessee. In the study, the author attempted "to classify the audience on the basis of four levels of listening (heavy, moderate, light listeners, and non-listeners)." By this method, Lynn was not restricted to studying one large mass audience. Rather, he was permitted to examine audiences within audiences.

Volume 4, Number 5, September-October 1976

1207. Avery, Robert K., and Robert Pepper, "Interconnection Disconnection: The Evolution of the CPB-PBS Relationship 1970-1973," pp. 6-17.

A history of the relationship between CPB and PBS. The authors examine the assigned roles of the two organizations as established through the 1967 Public Broadcasting Act. Leaders representing diverse viewpoints and philosophical differences on interconnection created early tensions. While the CPB Board wanted control over the interconnection, PBS officials "feared the potential influence of a corporation governed by 15 Presidential appointees." Leadership styles of John Macy and Hartford Gunn are compared. Included are discussions about programming and funding. Government's role in the evolution of the two organizations is also examined. The CPB-NPR relationship is briefly reviewed This article is the second in a series discussing CPB-PBS relations. (Previous installment: No. 1157) (See also No. 1274)

1208. McIntosh, Clarence, "*As We See It*," pp. 18-24.

A description of the production of *As We See It*, the television series which deals with desegregation of schools. The project, funded by HEW's Emergency School Aid Act (ESAA), was created by Chicago station WTTW. The author notes, "We were determined to produce a series that was not a puff piece for integration, but one that accurately reflected the feelings of students."

1209. No author named, "Satellites and Public Broadcasting: An Interview with William Houser," pp. 25-31.

The Satellite Interconnection project for CPB is the topic of an interview with the project's new director. Houser discusses CPB, the FCC, PBS, funding, costs, and potential of the system. He notes that plans called for special and instructional programming to be included in the satellite interconnection. The project's applications to radio and NPR are also mentioned.

1210. Clark, Burnill, and Patricia Harris, "The Viewers Choose: Community Participation in Programming Decisions," pp. 32-35.

The authors discuss a recent survey, conducted by Seattle's station KCTS, that measured community reactions to SPC offerings. The project was designed as a tool for making future program purchasing decisions.

1211. Beatty, Rick, and Dale Rhodes, "Community Involvement in SPC-III," pp. 38-40.

One of the major functions of the SPC is to decentralize the power of PBS. The authors examine SPC and summarize how local stations involve their communities in the decision-making process. The article is drawn from a PBS research project. Community involvement is typically in the form of audience surveys.

1212. Shigekawa, Joan, "The American Woman—Alive and Well," pp. 41-48.

The producer for *Woman Alive!* describes the funding and production problems involved with the public TV series. The program observes the lifestyles and philosophies of various women. Shigekawa provides a glimpse into some of the individuals presented in the series.

1213. Breitenfeld, Rick, "G.I.G.O.: The Task Force," p. 49.

Breitenfeld answers the charge that public broadcasting has not had enough hard data on diversity in programming and hiring. His Task Force on Diversity in Public Broadcasting has been hard at work since 1973. The author summarizes the "findings" and suggests that "for a copy of the full report, send a wheelbarrow."

1214. Avello, Julio A., and Jose R. Bahamonde, "*¿ Que Pasa U.S.A.?*: Programming for Miami's Cuban Population," pp. 50-52.

A description of a bilingual program for Miami's Cuban culture. The public television series was funded by the U.S. Office of Education through the ESAA. The authors describe the format and production of the show. Each half-hour episode dramatized a problem faced by Cuban-American adolescents trying to grow up in the "American way" while making an effort to retain their Cuban identity. The article includes a census profile of Miami's Cuban population.

1215. Thomas, Robert W., "In Larger Markets 'Format Radio' Makes Sense," pp. 52-54.

The former director and general manager of KWMU-FM, St. Louis, draws from his station's experiences and research to suggest that public radio needs to examine format radio. Thomas quotes an NPR study on format radio to support his arguments.

1216. **Barton, Richard L., "Public Television and the Elderly: One Filmmaker's Approach to Human Aging," pp. 54-55.**

In response to two separate CPB and HEW conferences on media and the aging, P. J. O'Connell produced a special documentary, "Final Proud Days of Elsie Wurster." The film, set in a Pennsylvania nursing home, traces the last 44 days of an 82-year-old widow.

1217. **Conner, Pat A., "Letter from South Carolina," pp. 64-48.**

The author describes the success of South Carolina's instructional radio system, part of the South Carolina ETV and Radio Network. Conner discusses production, public relations, teacher-involvement, and facilities for the project. The results of a utilization survey are also reported.

1218. **Brokaw, Tom, "The Medium Rebelled Against the Message," pp. 69-70.**

An excerpt from an interview involving the *Today Show's* Tom Brokaw and University of Toronto Professor Marshall McLuhan. Brokaw quizzes McLuhan on his perceptions of the 1976 Ford-Carter Presidential TV debates.

1219. **Leonard, John, " 'All, For the Moment, Is Forgiven,' " p. 70.**

Leonard reflects on the traumas of being a television critic. He admits that reviewers typically critique programming unusual enough to "... allow us to flex and jitter and moralize and blab knowledgeably."

Volume 4, Number 6, November-December 1976

1220. **Marks, Richard D., "Restructuring Public Broadcasting," pp. 6-19.**

Marks examines the structure of public broadcasting and recommends legislation designed to decentralize power. He reviews the Public Broadcasting Act of 1967, the original Carnegie Commission plan, and the actions of Congress. The article concentrates on CPB, PBS, NPR, SPC, and APRS, and systems of interconnection. Attacks made by OTP and the White House on CPB are discussed. The Communications Act and the Public Broadcasting Financing Act of 1975 are investigated in relationship to CPB. In his proposed legislation, the author suggests new ways of allocating funds to public broadcasting. Additionally, he notes that CPB should be prohibited from making any programming decisions.

1221. **Holloway, Judith, "National Public Radio Covers 'La Scala,' " pp. 20-24.**

When the world-renowned opera company, La Scala, performed in 1976 at the Kennedy Center, National Public Radio was there to provide live coverage. The author discusses the negotiations involved in the project, certain technical aspects, and problems in production.

1222. **Smith, Eric, "The New Copyright Law: What It Means for Public Broadcasters," pp. 25-32.**

The author outlines the major points of the new Copyright Law. He indicates changes from the original 1909 law and discusses the implications of the legislation for public and instructional broadcasting. The article includes an appendix of the major provisions found in the law.

1223. **Breitenfeld, Rick, "G.I.G.O.: The Review Panel," p. 33.**

The most revolutionary addition to educational technology is scrutinized—Rapid Eye Articulation Development: READ(ing).

1224. **Lloyd, Frank, "State Networks and Localism," pp. 34-37.**

The author examines the concept of localism and why it has been relatively unsuccessful. The roles of PBS, and FCC, and the Carnegie Commission are reviewed. Lloyd notes that the two main problems of public broadcasting—equal employment and the First Amendment—are magnified at the state level. A list of recommended regulatory solutions for the FCC is provided. (See also No. 1225)

1225. **Press, O. Leonard, "State Networks and Localism: Reply," pp. 37-39.**

In response to Frank Lloyd's article on "State Networks and Localism" (No. 1224), Press provides his own impressions and solutions to the problem. He cites the success of Kentucky's educational television network in dealing with ascertainment. He calls for the establishment of a Public Broadcasting First Amendment Review Board to encourage the growth of local networks.

1226. **Theroux, James M., "Quality in Instructional Radio," pp. 42-49.**

Theroux offers guidelines leading to quality instructional radio programming. Citing research to support his suggestions, he discusses audience characteristics, program design, production, evaluative criteria, and pedagogical strategies. An example of a radio curriculum for arithmetic classes used in Nicaragua is discussed. Great Britain's Open University is also mentioned.

1227. **Robertson, James, "State Tax Support and Outside 'Earned' Income: Either/Or?" pp. 50-54.**

A number of state legislatures, Maryland included, have begun to investigate public broadcasting's right to earn outside income without jeopardizing its basic appropriation of state funds. The author, an outside consultant to the Maryland legislature, discusses the findings of his study into the matter. He cites statements issued by the CPB, PBS, and NAEB.

1228. **Barber, Russell, "God and the 'Wasteland,'" pp. 55-58.**

While most religious programs follow a standard-type of format, New York's WNBC has attempted to bring viewers something different. The author discusses "The First Estate: Religion in Review," a new program designed to present religion in a more informal, upbeat fashion. Barber examines the budget, production, and audience feedback for the program.

1229. **Winslow, Ken, "What's Ahead for the Videocassette/Cartridge Format," pp. 58-62.**

The author looks at the past, present, and future of the videocassette/cartridge. The article concentrates on the technical aspects of the system. A number of Japanese manufactured products are discussed.

1230. **Avery, Robert K., and O. Jack Vetterli, "*Newsbreak*: An Experiment in Academic and Broadcast Service Cooperation," pp. 62-65.**

Even though a number of universities have their own service areas, broadcast educators all too often fail to fully utilize these media in educating communication students. The authors discuss the University of Utah's *Newsbreak*, a student-produced program built out of cooperation from the school's ITV staff and the Department of Communication. According to the authors, "*Newsbreak* is established as a respected source of campus news, and the professional experience afforded telecommunication and broadcast journalism students is invaluable." The funding, facilities, programming, and format of *Newsbreak* are discussed.

1231. **Corporation for Public Broadcasting, "Corporation for Public Broadcasting: Missions and Goals," pp. 73-76.**

A policy statement adopted by the CPB Board of Directors, November 10, 1976. Goals, tasks, and responsibilities are discussed. Included in the statement are such matters as localism, programming, audiences, interconnection, ascertainment, funding and federal support, instructional broadcasting, research, planning and personnel.

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Volume 5, Number 1, January-February 1977

1232. **Sheldon, Alan, "The Grossman Style," pp. 5-17.**

Sheldon interviews PBS President Larry Grossman, who discusses his approach to management. He reviews his goals and achievements at PBS. In addition, Grossman examines such issues as interconnection, localism, funding, programming, CPB-PBS relationships, CATV, videocassettes, and UHF.

1233. **Baker, H. Kent, "Management by Objectives and How to Implement It," pp. 18-23.**

Management by objectives (MBO) is defined by the author in terms of its potential advantages and drawbacks. Means for implementing such a program are outlined. (See also No. 1251)

1234. **Hallstead, William F., "The Great Unabashed Empirical Selection System," pp. 24-26.**

Like other media, public TV must advertise if it expects to gain an audience. Hallstead discusses "the art of media selection—where to place your advertising for the greatest effect of your advertising dollar." He notes that public TV faces difficulties in this area since it must appeal to diverse audiences. Maryland Center for Public Broadcasting attempts to remedy the problem are briefly discussed. The author also cites recent PBS and CPB studies related to program information.

1235. **Singer, Arthur J., "The WMHT Creative Meeting," pp. 26-28.**

New York stations WMHT-TV-FM in Schenectady have started new meetings devoted to advertising and public relations. The author describes the purposes and format of the Weekly Creative

Meeting. He summarizes, "The purpose of the meeting is to share program information and to make decisions on what programs should receive special promotion, publicity, and/or advertising dollars to ensure maximum audiences."

1236. **Avery, Robert K., "Public Broadcasting and the Duopoly Rule," pp. 29-37.**

Throughout its history, public broadcasting has enjoyed a number of exemptions from FCC rulings. Avery explores the evolution and ramifications of the FCC's multiple ownership and duopoly rules. He cites the Radio Act of 1927, the Communications Act of 1934, and the separation of NBC's Red and Blue Networks as having major effects on current philosophies. The concept of "sister" stations is examined, and the author provides a review of applications granted under this policy. The positions of CPB, NAEB, PBS, and various citizens' groups are summarized.

1237. **Schenkkan, R. F., "Letter from London: Christmas Fare on the Telly," pp. 41-42.**

Holiday TV programming in Great Britain is reviewed. Schenkkan notes that although a number of American programs were aired, the British themselves broadcast a number of excellent specials. He considers the Christmas season to have been "first-class service on the 'telly.' "

1238. **Breitenfeld, Rick, "G.I.G.O.: Heard at the Important Meetings (With Responses Never Made)," p. 43.**

Breitenfeld supplies sarcastic responses to the usual bromides and generalizations heard at any meeting of public broadcasters.

1239. **Appelman, Daniel, "The OTP and Reorganizational Alternatives," pp. 44-51.**

Since its inception, the Office of Telecommunications Policy was a center of controversy. Appelman examines the history of the government agency and addresses the issue of whether the government needs another agency beyond the FCC. The relationship between OTP and the FCC is examined, as is the relationship between OTP and Congress. Six alternatives to OTP are examined.

1240. **Agostino, Donald E., and Rolland C. Johnson, "Alternatives in Pay Programming," pp. 52-56.**

In light of emerging technologies, the authors suggest that public and commercial television must consider the possible competition from new media. Thus, Agostino and Johnson present an overview of some new delivery modes. Specifically, they discuss pay cable, leased-channel programming, subscription TV, multi-point distribution systems, discs, and cassettes. FCC restrictions on the new media are discussed.

1241. **Sterling, Christopher H., "Review of the Best Mass Communications Books for 1975-1976," pp. 57-67.**

Sterling's ninth review of textbooks on mass communications and broadcasting. Books reviewed are listed under mass communications, broadcasting and society, broadcast programming and management, regulation and responsibility, media journalism, educational applications, audience research, production guides, and works on foreign and international media. A complete bibliography is included. (Previous installment: No. 1167) (See also No. 1304)

Volume 5, Number 2, March-April 1977

1242. **Millard, Steve, "ACNO: CPB and the Public," pp. 6-13.**

In CPB's early attempts to gain support for the newly created public broadcasting system, an Advisory Committee of National Organizations was formed. The committee's purpose was "to build a continuing relationship between CPB and those major national organizations whose constituencies embrace virtually all of America—voluntary and professional associations drawn from education, labor, religion, community action, and a host of other areas." From its inception as an advisory group to its later activities as a forceful advocate and source of expert advice, ACNO not only involved itself in long-range financing, education, and programming needs but also acted as a critical observer of the PBS-CPB-Nixon White House turmoils of the early 1970s. The author analyzes the history of and rise and decline of ACNO as representative of the "public voice" and as advisor to the Corporation for Public Broadcasting.

1243. **Labonia, Michael J., "Public Television Goes to the Movies," pp. 14-18.**

How to educationally justify the airing of attractive movies on public television is not the critical question. Labonia, in describing the reasons for and effects of film festival programming on the Iowa Public Broadcasting Network, emphasizes that films can become a valuable audience draw while making public TV more noticeable. As an art form, films need not be educationally justified. With the public support of PTV film festivals, the commercial broadcasters are forced to take notice. Labonia indicates the advantages and disadvantages of film festivals, while describing the ingredients and precautions needed for a successful series of movies.

1244. **Bermont, Hill, "Those Old Movies—Who Needs Them?" pp. 19-21.**

The program director for WGTV, Channel 9 in Athens, Georgia, finds old movies beneficial to the program line-up for public television. Films are valuable not only for their historic, cultural, and artistic values but also help "in the effort of making friends with the general public." It is realized that movies do not necessarily encourage their particular audience to tune in other educational fare on the station. From the programmer's point of view, films should not be considered as a means to an end but as an end in themselves.

1245. **Brodtrick, Carol, "Lolita Ain't Misbehavin; The Lone Ranger Don't Get Personal," pp. 21-23.**

As program manager for WMUL-TV in Huntington, West Virginia, Brodtrick believes old movies should not be aired for the sake of old movies. PTV has matured enough that quality programming can be found and made available to the public "without resorting to the grab bag movie box." For WMUL, the commercial and independent stations in the market provide more than enough old movies. Channel 33 prefers to provide what the commercial stations cannot or refuse to broadcast. PTV must seek out alternatives in programming.

1246. **Becker, Samuel L., Jin Kim, and Robert Pepper, "Preference Patterns for Television Movies," pp. 24-29.**

In an effort to discern audience program preferences and habits, a film preference survey is analyzed. The results are interpreted in order to aid PTV program managers in their programming responsibilities. Categories of motion pictures are analyzed by age, sex, occupation, and community size. In general, widespread interest in seeing motion pictures on television is demonstrated. Friday and Saturday evenings are preferred. Action and light entertainment film categories are most popular. The authors are careful to point out the research biases of this particular study.

1247. **Gillmore, David, "Education in American Samoa—The Way It Was; The Way It Is," pp. 30-39.**

Injecting energy and direction to the educational system of American Samoa was the objective of H. Rex Lee, governor of the territory from 1961 to 1967. Gillmore reflects on the Samoan cultural and economic climate during the 1960s and again in the latter 1970s. The redevelopment of American Samoa's educational system, critically linked to instructional television broadcasts, is related. The educational priorities are emphasized. The effectiveness of the new system is surmised, while several on-going problems are discussed. Gillmore's return visit to American Samoa reveals the technological and economic status of the system after several years of operation.

1248. **Posner, Ben, "Where Do All The Dollars Go—A Report on Financial Planning at the CPB," pp. 40-45.**

Having served as vice-president for finance and treasurer of CPB, Ben Posner outlines several of the factors that affect and define the budgetary decisions of CPB. Through descriptions of budgets for FY 1977 and FY 1980, the process of dividing the funds within the public broadcasting system (TV and radio) is explained. Several charts are included. The diversity of groups and projects to be supported becomes evident.

1249. **Rackleff, Jo Ellyn, "*Options in Education*—You Can Learn a Lot by Listening," pp. 46-49.**

The flavor of producing the NPR program *Options in Education* is captured in this brief article. Why the program was conceived and the changes in format since first broadcast are reviewed. Rackleff discusses the working relationship between herself and co-producer John Merrow. The importance of audience listenership and input to the content of *Options in Education* is emphasized.

1250. **Schenkkan, R. F., "Letter from London—View from a Distance," pp. 50-53.**

On leave of absence from KLRN-TV, Austin, Texas, Schenkkan was observing European broadcast operations and offered a perspective on the partnership and working relationship between PBS and CPB. The greater part of the letter dealt with the financial and leadership roles played by each organization. He offered several options that could be taken by Carnegie Commission II as it attempts to resolve the internal organizational conflicts of the public broadcasting system.

1251. **Baker, H. Kent, "Managing Creative People," pp. 54-58.**

Trait and behavioral theories of leadership are quickly reviewed. Because of their limitations in helping the manager adapt to the creativity of personnel and the situations at hand, other theories are proposed. Theory X/Theory Y and Life Cycle Theory are discussed, especially with regard to the situational variables that become important in dealing with creativity. No one best managerial style is advocated. (Previous installment: No. 1233) (See also No. 1258)

1252. **Hawkins, Susan, "An Answer to the Energy Crisis in Education," pp. 59-61.**

The closing of public schools during the hard winter of 1977 was due to energy supply and transportation problems. Columbus, Ohio, exemplifies an area whose public and commercial radio and TV stations addressed the emergency situation by broadcasting instructional programming over the course of the school shutdown. Hawkins advises educational systems to explore alternatives in delivering education, especially with continued energy crises possible in the future. Recommendations are offered for public telecommunications to fill such an alternative role.

1253. Fownes, Hank, "*Big Blue Marble*," pp. 62-65.

The purpose of the *Big Blue Marble* children's educational program is reviewed. Designed to encourage international awareness in children and to diminish feelings of ethnocentrism, the ITT-sponsored program was proven to be effective (according to research outlined in the article). Fownes also gives insight into the development of the program.

1254. Breitenfeld, Frederick, Jr., "Public Broadcasting—Back to Basics," pp. 72-75.

PTR reprints Breitenfeld's keynote speech at the Ninth Annual SECA Convention, April 18, 1977. It is recognized that public telecommunications has come of age. Postadolescence means that criticisms against the system must be addressed, and new questions about the future direction of public broadcasting must be asked. The purposes, functions, and services of the stations individually and as a group should be analyzed. Public broadcasters must question the effects of new telecommunications technology. Above all, Breitenfeld warns that we must not forget that we're in business "to help people."

Volume 5, Number 3, May-June 1977

1255. Gunn, Hartford N., Jr., "The UHF Television Story, 1952-1977," pp. 4-8.

UHF television is the subject of a close scrutiny by Gunn. The history and development of UHF since the 1952 Sixth Report and Order are summarized. The FCC's anticipations for success and Frieda Hennock's concern for the disadvantages of UHF frequencies are compared. Gunn reviews the lack of FCC initiative in assuring the growth and quality reception of the UHF band stations. The gravity of the UHF problem is outlined. Several recommendations to establish securely UHF broadcasting are offered. As Gunn states, "It is not sufficient to merely allocate frequencies without giving careful attention to making those allocations truly effective."

1256. Carnegie Task Force on Public Broadcasting, "Carnegie Commission II on the Future of Public Broadcasting," pp. 9-17.

Ten years after the final report of the Carnegie Commission on Educational Television, a new Commission was called for, this time taking a long-range look at the future of public broadcasting. This article, reproduced from the report of the Carnegie Task Force, is a quick review of the late 1960s to early 1970s. Based upon the questions and issues facing public broadcasting, the task force outlined those areas in need of long-range policy making. The summarization of issues helped the task force justify the urgent need for a new Carnegie Commission that could establish functional directives and goals for the system. In general, these issues dealt with roles and responsibilities; citizen involvement; interaction of national, regional, state and local organizations; programming priorities; funding; and the potential effects of new technologies.

1257. Lynch, James E., "Broadcasting In Finland," pp. 18-25.

The history and structure of Finnish telecommunications are reviewed. How the Finnish Broadcasting Company (YLE) came under parliamentary control is discussed, while the relationship between the commercially oriented MTV and the YLE is related. Lynch analyzes the sources and nature of the programming on the country's two TV and three radio channels and informally compares Finnish and American programming and production.

1258. Baker, H. Kent, "The Time Budget—A Personal Planning Tool," pp. 27-30.

Continuing his series on management, Dr. Baker discusses the benefits of and ways to implement time budgeting. Setting up a budget involves an analysis of how time is currently spent and what time is wasted and why. A plan is then created, subject to individual differences in performance levels and job responsibilities. Priority task setting is essential. Suggestions are offered on managing overwhelmingly large tasks. (Previous installment: No. 1251) (See also No. 1271)

1259. Schenkkan, R. F., "Letter from London—Controversy and Criticism," pp. 32-34.

Based on his travels and observations of European broadcasting operations, Schenkkan reviews some of the controversial broadcasts of the BBC and ITV (IBA). Individuals as well as institutions have been critical of programming dealing with Northern Ireland, race relations, sex and children's education, and entertainment. Echoing criticisms of U.S. public broadcasting, Schenkkan quotes that "... the BBC is pandering too much to the public taste and is 'powerless to become a truly innovative public broadcasting service.'"

1260. Orlik, Peter B., "Broadcast Education: The Theory and Practice of Debating Same," pp. 35-37.

Practical *versus* theoretical training within college broadcast education is subjected to a critical analysis. Valuing one emphasis over another is not recommended or considered beneficial to the educator and the student. An alliance of applied, liberal and theoretical arts must be encouraged. Such a synthesis will not only keep the faculty abreast of current events, procedures and thinking but will also create a more employable university student. Orlik summarizes his position: "The synergistic importance of both theory and practice in the realization of an effective broadcast education must be acknowledged. The sooner broadcast education can sublimate its self-destructive schizophrenia, the sooner it will shed its misfit status on the campus and in the industry."

1261. Breitenfeld, Rick, "G.I.G.O.: The Committee Meeting," pp. 38-39.

Breitenfeld shares his experience of the public broadcasting committee meeting held in foreign hotels and served the "tomato delight" lunch. Far reaching recommendations are approved, thus heading off the dreaded demise of public broadcasting.

1262. Shooshan, Harry M., "Public Broadcasting: A Congressional Review," pp. 40-51.

This paper was prepared as part of the House Subcommittee on Communications hearings on public broadcasting and the overhaul of the Communications Act of 1934. A succinct review of the history of public broadcasting begins in 1932 with the Federal Radio Commission. The structure and operations of CPB, PBS, and NPR/APRS are outlined. With the political problems associated with the funding and development of public broadcasting in mind, Shooshan discusses goals and policies for public broadcasting and the role Congress should or should not play in setting directives. The diversity of new technologies is related to the missions of public broadcasting. The organization and reorganizations of CPB and PBS are analyzed in terms of roles and responsibilities. A review of the funding situation is concluded with alternatives to continued support. (Two tables provide yearly authorization and appropriation figures for public broadcasting and educational broadcasting facilities.) A brief discussion of the public broadcasting ban on editorializing and the ambiguity of the reasonable access provision of the Communication Act, Sec. 312(a)(7), concludes the report.

Volume 5, Number 4, July-August 1977

1263. White, Stephen, "Carnegie II: A Look Back and Ahead," pp. 6-10.

With plans for Carnegie II on the horizon, Stephen White (of the Carnegie I team) isolated several of the issues to be addressed by the new commission on public broadcasting. Of major importance was the development of plans to streamline the locally decentralized and the nationally centralized operational structures of the system. White also criticized the nonbroadcast background of the public broadcasting Washington leadership and made a plea for recruitment of personnel with devotion not to a cause but to public broadcasting itself. The starvation level of funding was reviewed. Lastly, White emphasized public broadcasting's need to develop programming and distribution technologies that could serve the needs of many different minorities—cultural, ethnic, the poor, the aged, the handicapped. In general, the mission of Carnegie II was to "reinforce the word 'public' " in public broadcasting.

1264. Schramm, Wilbur, "The Researcher and The Producer in ETV," pp. 11-21.

Theoretical research on learning through instruction by television has been of limited practical use to ITV program producers. Program specific research (formative) has proven valuable, although unfortunately limited in its generality and overall applicability. In reviewing pertinent areas of research useful to the program producer, Schramm identifies specifics that must be considered if TV is to be used most effectively in instruction, e.g., teacher resistance to TV; TV's unique attentional values; the medium's emphasis upon iconic and analogue information coding over the digital; the "concreteness" of TV; and recognition of unintended but important learning from TV.

1265. Esplin, Fred C., "Local Programming for Social Action," pp. 24-27.

The arrival of 22,000 Indochinese refugees in 1975 posed monumental resettlement problems for the Ft. Indiantown Gap military reservation near Hershey, Pennsylvania. Public television station WITF committed a year's local programming budget to produce a series called *Closing the Gap*. The programs were interpreted as an active instrument for social action, helping to break down prejudices and to encourage American sponsors for the refugees.

1266. Fisackerly, James, and Julius Cain, "A *Pro/Con* Approach to Public Affairs," pp. 28-33.

In producing its public affairs program *Pro/Con*, the Mississippi Authority for Educational Television enjoyed the benefits of providing Mississippi public TV viewers with involving debate on civic, legal, and moral issues, while gaining insight into viewership and audience opinion. *Pro/Con*, structured like the nationally distributed *The Advocates*, proved to be a successful locally originated public affairs program, giving MAET "... the ability to tackle topical and sometimes controversial issues through a balanced presentation of available information."

1267. Hershberger, John, "A Place in the Sun: Reaching Out to the Elderly," pp. 34-37.

As the second noncommercial TV station in Tampa-St. Petersburg, Florida, WUSF-Channel 16 faced the problem of establishing a program identity while encouraging an audience to tune in on the UHF band. Hershberger describes the creation of a volunteer council active in the production and promotion of a series for the elderly, *Prime Time*. The changes in program format and council involvement are reviewed. The local orientation to *Prime Time* proved to be critical in helping the elderly cope with health and financial problems.

1268. Young, Jeff, and Ron Sheets, "*Community Express*," pp. 38-41.

Public affairs programming has a special meaning for KWSU-TV in Pullman, Washington. The local community is rural and agriculturally oriented. The public affairs program, *Community Express*, was designed to reflect the concerns of that community. The authors describe the process behind the program's development and format change. The question is asked, "How local is local?" Is it defined by geography or by common interest? There is brief speculation on the implications of the latter definition for nationally oriented augmentation of local community agricultural programs.

1269. Harrison, Robert P., and William F. Hallstead, " 'Drunk or Not, I'll Push You Off a Cliff,' " pp. 42-46.

Devising an arts review program with visual appeal and outspoken critics is accredited to the Maryland Center for Public Broadcasting. The authors review the unusual qualities behind this popular critics program that grew from a local to a multi-state phenomenon. Included is a description of many of the elements of production involved in assembling this live broadcast.

1270. Williams, Lisa, "The Third Biggest Place in America," pp. 47-49.

Tracing the 200-year history of an Appalachian family is the subject of the program "Appalachian Sounding." Williams fondly describes this remote production in Rabun County, Georgia. The invaluable assistance and friendliness of the local folk are recalled as tales of production activities are told.

1271. Baker, H. Kent, "Motivating Employees," pp. 50-54.

The theories and suggestions included in this article are intended to provide managers with options for building employee morale and motivation. The motivational process is described. The theories of Maslow and Herzberg are reviewed and critiqued. Baker concludes with several approaches that, when employed by management, may lead to higher degrees of employee motivation. (Previous installment: No. 1258) (See also No. 1278)

1272. Lloyd, Frank, "Summary of Remarks to the Public Broadcasting Panel, National Citizens Committee for Broadcasting," pp. 60-61.

In addressing the 1977 NCCB conference on "Communications Policy: The Public Agenda," Frank Lloyd (a consultant for the Office of Telecommunications Policy) reviews programming, funding, organizational, and personnel issues facing public broadcasting.

1273. Breitenfeld, Rick, "G.I.G.O.: Unlikely Headlines," p. 62.

Breitenfeld devises news headlines descriptive of unlikely events (desired or not) in public broadcasting.

Volume 5, Number 5, September-October 1977

1274. Avery, Robert K., and Robert Pepper, "Interconnection Reconnection: The Making of the CPB-PBS Partnership," pp. 5-16.

The "Interconnection Reconnection" represents the third in a series of Avery/Pepper articles on the history of PBS/CPB relations (previous installments: Nos. 1157, 1207). Close observation is made of the people, organizations, and events that led up to the conflicts between CPB and PBS, and that ended in negotiations for and completion of a "partnership agreement." Chief among the points of contention was the distribution of programming responsibilities between the CPB and the PBS. The events are tied to system funding and turnovers in upper level personnel. (See also Nos. 985, 1346)

1275. Sheldon, Alan, "Face-To-Face with Frank Mankiewicz," pp. 17-29.

In an informal and candid interview, the newly appointed president of NPR (1977), Frank Mankiewicz, addresses the issues of public radio while revealing his philosophies and style of management. Much of the discussion focuses upon the future directions of public radio as new technologies and delivery systems become reality.

1276. Walker, Greta, "*The Best of Families*: Researching the Episodes," pp. 30-38.

Meticulous in its execution, research for the eight-part series *The Best of Families* is recalled. The necessity for accuracy is underscored. Some of the horror stories, as well as lighter moments, are revealed. The point is emphasized that social history heavily relies upon records of personal observation made during the period of time under historical examination.

1277. Stephens, Lenora Clodfelter, "Benjamin Hooks: From a New Vantage Point," pp. 39-42.

Minority participation in public broadcasting was emphasized by Benjamin Hooks, as an FCC commissioner and as the executive secretary for the NAACP. Stephens reviews Hooks's position and his efforts to encourage fair employment and programming practices for minorities.

1278. Baker, H. Kent, "A New Approach to Group Problem Solving," pp. 43-46.

Different phases of group problem solving require different strategies for the generation of ideas and solutions. Baker reviews three such strategies (conventional discussion groups, brainstorming, nominal groups) and discusses the advantages and drawbacks for each. (Previous installment No. 1271)

1279. Penner, Gloria, "San Diego Showcase: A Saga," pp. 47-50.

The director of TV program development for KPBS recalls the process involved in developing a program dedicated to the cultural and arts organizations and activities in San Diego. Three seasons of programs are reviewed with insight into production development, format changes, funding problems, and contractual arrangements.

1280. Hallstead, William F., "How to Put Local Underwriters on Your Promotion Team," pp. 51-53.

Based upon the experiences of the Maryland Center for Public Broadcasting, Hallstead (director of development and information services) describes ways in which the center has been able to attract, promote, and acknowledge the underwriting of public broadcast programs by local businesses and organizations.

1281. Carter, Jimmy, "The White House Proposals for Public Broadcasting," pp. 58-60.

PTR reprints the October 6, 1977, Presidential message to Congress that concerned proposals for the structure and funding of the public broadcasting system. Long-range funding, matching funds, national programming, clarification of CPB/PBS/NPR functions, journalistic independence, participation of minorities and women, and public station frequency allocations and reception are issues addressed by the President.

1282. Press, O. Leonard, "Twenty-fifth Anniversary of Public Television," pp. 62-63.

On the 25th anniversary of public television (1977), Press briefly reviewed the history of the noncommercial nature of public broadcasting. The necessary link between programming and the need for funds was discussed in relation to methods and means.

1283. Breitenfeld, Rick, "G.I.G.O.: The Project," p. 64.

G.I.G.O. spoofs the absurdities of endowment funding contracts and the misplaced allocation of monies for production efforts.

1284. Levitch, Joel A., "The Independent Producer and Public Broadcasting," pp. 6-13.

Access to public broadcasting is characterized by independent film and video producers as a "run-around"—in terms of commitments, contracts, financial arrangements, and simple courtesy. The public broadcasting system has not been receptive to independents. This is considered true at the levels of both individual stations and CPB/PBS. Levitch discusses the problems of the independent producer, the biases of and realities faced by public broadcasting stations, and reviews several suggestions that would help public broadcasting accommodate the independents.

Volume 5, Number 6, November-December 1977

1285. Hughes, Joseph D., "Heat Shield or Crucible? A Blueprint for Carnegie II," pp. 14-36.

With Carnegie II underway (at the time of this article's publication) the ideals of public broadcasting were recalled. Hughes identified flaws within CPB that led to functional, financial, and programming difficulties for public telecommunications. Restructuring of the CPB Board was advised. Proposals for financing the system were discussed. Of critical importance for the system was a means to ensure insulation from political pressures of Congress and the executive branch.

1286. Hartenberger, Karen S., "Sex, Violence, and the FCC," pp. 37-40.

"Sexnviolence" on television is subjected to critical examination in terms of definitions used, value judgments imposed, and government involvement in programming. Such involvement in production, creation, or development, says Hartenberger, "—under whatever rationale—courts disaster." The author concludes that for broadcasters to "clean up their act," a good faith effort by the industry and an assumption of home TV viewing responsibility by parents are preferred to any directives from government agencies, such as the FCC.

1287. **McKinney, Marjorie, "Lessons from Lincoln Heights," pp. 41-48.**

The creation of a television videotape system for the Lincoln Heights (Ohio) Elementary School resulted in higher scores on reading skills tests and allowed students to experience places and to be introduced to concepts not as easily available through normal face-to-face classroom teaching. McKinney emphasizes that "the single most important aspect of the system is that it is totally teacher controlled." The advantages of this closed-circuit system are described. Results of learning effectiveness research and an assessment of the TV service are provided.

1288. **Mandel, Elizabeth, "*Open Studio* Goes on Location," pp. 50-52.**

Since the early 1970s, KQED, San Francisco, encouraged community access to Channel 9 through its *Open Studio* operation. A wide variety of shows were produced, dependent only on the group working with *O.S.* producers. Mandel describes how the production potential and flexibility of programs increased with the availability of lightweight, portable broadcast quality video equipment. Remote production helped *Open Studio* reach out to the community—treating more issues and capturing more of the Bay Area's flavor and variety.

1289. **Gaunt, Joseph H., Marge A. Engelman, and Lee D. O'Brien, "The Forgotten Fourth: Cooperating Faculty Members in College and TV Courses," pp. 53-55.**

Through a four-page informal questionnaire, the University of Wisconsin-Green Bay surveyed faculty directly involved in the utilization of UWGB televised instructional materials. This article profiles the "typical" instructor who incorporates TV into coursework. Additionally, the survey results are reviewed, i.e., advantages and drawbacks to television from the instructors' perspectives and their interpretations of student satisfaction with ITV.

1290. **"*Black Perspective on the News*: Controversy and Comment," pp. 64-69.**

The views of the American Nazi Party and the Ku Klux Klan as the subject of a *Black Perspective on the News* segment to be broadcast September 30, 1977, became part of letters and editorials both condemning the program and supporting freedom of information. The correspondence of Jim Karayn, president and general manager of WHYY, Philadelphia; Lawrence Grossman, president of PBS; Joshua Eilbert, U.S. Congressman (Pa.); and the American Civil Liberties Union are reprinted along with a news article from the *Philadelphia Inquirer*. At issue are the advisability of prior censorship by pressure and the programming and fairness responsibilities of PBS and individual public TV stations.

1291. **Breitenfeld, Rick, "G.I.G.O.: Memo to Satan," p. 70.**

G.I.G.O. explores those areas of noncommercial broadcasting in America that could tantalize Satan's powers for creating havoc.

1292. **Parrigin, Stacy K., "Cumulative Index, *PTR*: 1973-1977 (Vols. 1-5)," pp. 71-82.**

A cumulative index of articles appearing in *PTR* from 1973 to 1977 (Volumes 1-5) is provided with both an author and subject index to the literature. (See also No. 1353)

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1293. **Toogood, Alex, "Commercial Television is Alive and Well and Public in Britain," pp. 6-13.**

In Great Britain, the Independent Broadcasting Authority commercially operates alongside the well established British Broadcasting Corporation. The creation of the 15 independent regional programmers and producers is reviewed. The relationship between these limited-area broadcasters and national independent networking is described. Additionally, Toogood discusses the relationship of the BBC and the British government with the independents and the IBA.

1294. **Hollstein, Milton, "French Broadcasting After the Split," pp. 14-19.**

In the mid-1970s the monolithic French broadcasting system, L'Office de Radiodiffusion Television Francais (ORTF), was dissolved. Replacing that system was a combination of four independent program societies and three support organizations. The history and political environment of French broadcasting are reviewed. A detailed analysis of each separate division's expected programming responsibilities and its typical broadcast offerings are provided.

1295. **Dampier, William, "TVOntario: From Dostoyevsky to Donald Duck," pp. 20-27.**

The Ontario Educational Communications Authority (OECA) is one of the regional educational broadcasters that comprise the federally licensed but provincially financed educational television system of Canada. OECA is one of the strongest, especially in the diversity of its programming. At-home and in-school audiences are attracted through entertainment, public affairs, cultural, and instructional broadcasts. Dampier describes the TVOntario system and examines its elaborate program distribution network.

1296. **Meyer, Richard J., "German Broadcasting Revisited," pp. 28-31.**

The structure of the nine regional broadcasting stations assigned to individual states is described in this article on Germany's radio and television systems. The autonomous and competitive spirit of German programming, as well as the technical perfection, are praised. Operating income for the radio and TV stations is provided through monthly fees collected from set owners.

1297. **Branscomb, Anne W., "Public Broadcasting Down Under," pp. 32-37.**

Australian broadcasting is a combination of a federally supported system (the Australian Broadcasting Commision-ABC), a commercially supported system, and the relatively recent public participation radio. Branscomb examines the function and structure of each and provides historical insights. The scope of public participation in Australia's "public radio" is discussed.

1298. **Hollstein, Milton, "Portuguese Television: Weathering the Storm," pp. 38-43.**

Portuguese television is a state-owned, essentially single-channel service whose development is the product of the political, economic, and labor union uncertainties of the nation. The recent history of Radiotelevisao Portuguesa (RTP) is related to the changes in the Portuguese political environment. Programming patterns are described. Hollstein notes that about 80 percent of the program department's television fare is imported.

1299. **Meyer, Richard J., "Afghanistan: Transition to Television," pp. 44-47.**

The broadcasting system of Afghanistan is financed, owned, and controlled by the government. Radio is already an important communications link, especially in education. The commitment to develop further the fledgling television system, however, hinges upon economic resources, as well as the country's ability to overcome vast geographic barriers. Electrification for rural areas must also be secured.

1300. **Eoff, Pamela, "Television South of the Border," pp. 48-53.**

"In general, Mexican TV is more flexible and informal than U.S. television." These qualities are explored through program content, technical standards, and the aesthetic integrity of Mexican broadcasting. The government-controlled station and the four-channel television conglomerate, Televisa, are briefly examined historically. The roles of television as entertainment and as an educational force are discussed. The strong influence of American television is noted.

1301. **Ronalds, Francis S., Jr., "Broadcasting to Eastern Europe and the USSR: Radio Free Europe/Radio Liberty," pp. 54-57.**

The scope of Radio Free Europe/Radio Liberty's informational broadcasts is explored in terms of transmission power, program content, financial backing, and audiences in Eastern Europe and the USSR. The RFE/RL broadcasts are related to agreements signed by 35 nations at the 1975 Helsinki Final Act of the Conference on Security and Cooperation in Europe.

1302. **Hodgkinson, Anthony W., "World TV and World Youth: The Munich Initiative," pp. 58-62.**

The "Prix Jeunesse" is an international contest that meets every two years to evaluate and honor television programming for children and youth. The discussion focuses upon the caution necessary when judging productions from many cultures. Ethnocentric biases have made the creation of criteria difficult. Hodgkinson also explores the "cause and effect" relationship between television and the health and continuance of a society. Information is provided regarding the particulars of the Prix Jeunesse International.

1303. **O'Bryan, K. G., "Reading the Viewer's Eyes: Psychological Research in the Design of *Readalong*," pp. 63-65.**

Research into the design and effectiveness of TVOntario's *Readalong* series is reviewed in this contribution to *PTR*'s "Professional Emphasis" department. Several different studies are described for this basic reading skills program targeted for children in the first, second, and third grades. Instructional potential, audience appeal, eye movement patterns, learning effectiveness, classroom utilization, and rate of information presentation have all been of concern.

1304. Sterling, Christopher H., "Overview of the Best Mass Communication Texts for 1976-1977," pp. 66-73.

Sterling's annual review reports on publications in general mass communication, broadcasting and society, regulation and policy, journalism, public broadcasting, audience research, production guides, and foreign and international media. Complete bibliography included. (Previous installment: No. 1241) (See also No. 1363)

1305. Valenti, Jack, "Blame Lenient Schools, Not TV," pp. 74-75.

In this reprint from his article in *The Washington Star*, Jack Valenti, president of the Motion Picture Association of America, emphasizes that increasing illiteracy in school children is not the fault of television watching. Rather, the educational system and the educator must encourage discipline, practice, proficiency in English, and educational achievement. The lenient classroom may be the root of "why Johnny can't read."

1306. Breitenfeld, Rick, "G.I.G.O.: Page 1062," p. 76.

If the personnel of public broadcasting could be classified as types of birds, their habits and characteristics would be found on this definition page of the International Birdwatchers' Guide.

Volume 6, Number 2, March-April 1978

1307. Van Deerlin, Lionel, "Public Broadcasting: State of the Art—Implications for Public Radio," pp. 4-7.

Based on Congressman Van Deerlin's remarks to the Public Radio Conference of March 1978, this article examines the implications of provisions in the late 1970s Communication Act rewrite and proposals of the Carter White House for the future well-being and development of public radio. Funding levels and the mechanisms of annual congressional appropriations are questioned. Government involvement in programming is denounced. Insulation from interference is supported. It is Van Deerlin's belief that the latter 1970s is the time in which changes for public radio must occur. Later may be too late; circumstances may not be as favorable.

1308. Mullally, Donald P., "Public Radio: Options in Programming," pp. 8-13.

An examination of the factors which influence the programming and audience of a public radio station reveals some format principles. These principles, as outlined in this article, vary in their application by management to the degree that a station develops block or format programming. Station image is created through consistency, continuity, familiarity, anticipatory excitement, localization, currency, involvement with the audience, and promotability. Mullally concludes that format decisions are ultimately based upon resources and the appropriateness of proposals.

1309. Giovannoni, David, "The Musical Trademark of Public Broadcasting: Don Voegeli and the Electrosonic Studio," pp. 14-17.

About 96 percent of public radio stations and 97 percent of public television stations use the electronic music created and recorded by Don Voegeli in his Electrosonic Studio at the University of Wisconsin at Madison. Giovannoni describes the studio and the type of musical pieces produced. The finished works are designed for maximum flexibility in station utilization. This "sound" of public broadcasting is considered a quality bargain by CPB.

1310. Lindsay, Carl A., David J. LeRoy, and Theresa A. Novak, "Public Television: Whose Alternative?" pp. 18-23.

This report of an audience research study for the Pennsylvania Public Television Network Commission asks if public television viewing is an alternative to commercial fare. In general, a PTV viewer is characterized as a regular, heavy viewer of TV. Additionally, the PTV viewer does not substitute PTV for his commercial viewing time. PTV is used as a supplement, not an alternative.

1311. Bermont, Hill, "How Blissful is Ignorance?" pp. 24-26.

Bermont encourages future public broadcasting research to analyze more fully the potential PTV audience. By expanded and scientific audience analysis, guesswork and wishful thinking in programming and promotion could be kept at a minimum.

1312. Barton, Richard L., Thomas W. Benson, and Bonnie McD. Johnson, "Public Television and the Communication Specialist: Collaboration in Developing a Documentary Series," pp. 27-33.

Through WPSX-TV at Pennsylvania State and the division of Continuing Education, a documentary series was produced with multiple purposes. The series was designed not only for broadcast use, but also for coursework in communication, interaction and symbolic codes. The academic consultants discuss the series and their collaborative involvement in program development.

1313. Kotch, Jonathan B., "The FCC and the First Amendment Facade: A Rejoinder," pp. 34-37.

Kotch reviews what he feels are the failings of the FCC and the broadcast industry in encouraging (and regulating) quality television programming suitable for children.

1314. **Desmond, Roger Jon, "Gauging Excellence in Children's Television: *Mundo Real*," pp. 38-42.**

In seeking to create quality children's programming, television producers face the problem of operationally defining "good" programs. Desmond offers some tentative answers and subsequently reports on the cognitive and affective benefits of a children's TV series entitled *Mundo Real*. Research into characters, thematic comprehension, verisimilitude, attentional values, and cultural differences (Hispanic-nonHispanic) are reviewed for several of the programs.

1315. **Darby, Keith, "Local Talent: Three Girls Named Sue," pp. 44-47.**

The search for on-air talent to host a local magazine-format program for Toledo, Ohio, is described in the *PTR* contribution to the "Local Programming" department.

1316. **Kufrin, Joan, "The Callaway Connection," pp. 52-55.**

John Callaway Interviews is a half-hour interview program on WTTW, Chicago. The show's success is directly attributed to extensive preparation and the probing style of Callaway, whose one-on-one interviews create 30 minutes of interpersonal "connection."

1317. **Breitenfeld, Rick, "G.I.G.O.: Sports News," p. 56.**

The standard conflicts of public broadcasting are written up as copy for the sports news.

Volume 6, Number 3, May-June 1978

1318. **Gingras, Richard, "The PTV Satellite System: Turning Point or High Anxiety?" pp. 4-13.**

The views of Richard Gingras, coordinator of program planning and research at the CPB, are presented in this article dealing with the public broadcasting satellite distribution system. The potentials of the system are explored in terms of program origination (national and regional), networking, program quantity and diversity, and influences upon local station operations. Gingras also speculates on how public television can maximize service through fiber optics, cable channel leasing, and transponder sharing with other organizations.

1319. **Harrison, Robert P., "Airport 78," pp. 14-17.**

Satellite technology used to link medical resources with the scene of an emergency or medical disaster is described through a mock airport catastrophe at Baltimore/Washington International Airport.

1320. **Kruhly, Leslie Laird, "Man in Motion: An Interview with Adrian Malone," pp. 18-22.**

Adrian Malone, once executive producer at the BBC and series editor of *The Ascent of Man* and executive producer of *The Age of Uncertainty*, is interviewed about his move from Britain to the U.S.A. Malone reflects on filmmaking and producing. The scope and quality of his new series "Man and Cosmos" are explored.

1321. **Sullivan, Patrick J., "Galbraith and His Predecessors: Notes on the New Television Teachers," pp. 23-27.**

Public television has offered audiences Clark's *Civilisation* (1969), Cooke's *America* (1971), Bronowski's *The Ascent of Man* (1973), and then Galbraith's *Age of Uncertainty*. Sullivan examines each of these author/narrator/TV teachers and suggests why certain performances and production styles were successful and others were not. Comparison and contrast of each series finds Galbraith, unlike the others, "...trying to present abstractions and ideas, working with...less visual correlation." Sullivan feels that the series is likely to be "...undervalued because it lacked easily grasped historical drama directed by an authoritative presence, one who reassures the viewers, avoids controversy, rides comfortably with generalities, and suggests...that the old-fashioned pieties still animate the happy, solid few."

1322. **Hoyt, James L., "Cameras in the Courtroom: Another Chance," pp. 28-34.**

Coverage of courtroom proceedings by photographic media (still, film, video) is controversial for many states, the news media, and the American Bar Association. In this review, Hoyt traces the history of photographic courtroom coverage and examines the events leading to and reasoning behind the ABA's Canon 35 ban on film and electronic imposition on the courts. Recent experiments in lifting camera bans in Florida and Wisconsin are described.

1323. **Sheldon, Alan, "Straight Talk with Wally Smith," pp. 35-47.**

KUSC was a student-run, low-power, low-audience rock-and-roll FM station at the University of Southern California. Through this interview, Wally Smith provides a close look at the remarkable transformation of the radio station since his assumption of the role of station supervisor/manager. The concert and arts station's rise in stature reveals many of the intricacies of station and personnel management, especially within a university environment.

1324. **Danna, Sammy R., "The Save-WEFM Case Ends: An Update," pp. 48-49.**

After the sale of WEFM, Chicago, to General Cinema Corporation in Spring 1972, the move was made to change the station format from classical to rock-and-roll. This article reports on the final settlements in the battle to save the classical format. On February 17, 1978, WEFM officially became rock. A chronology of events and litigation is included. (See also No. 1187)

1325. Wald, Richard C., "Possible Courses for News and Public Affairs," pp. 50-57.

In his report to the Programming Committee of the PBS Board on May 19, 1978, Richard Wald outlined the general picture for news and public affairs programs on public television. In this reprint of the report, prioritites are discussed with regard to the direction news and public affairs should take. How to realize these goals is explored. Some specific programming suggestions are offered.

1326. O'Connell, P. J., "People Affairs," pp. 58-62.

Public affairs programming for WPSX-TV, Penn State, means "people affairs." O'Connell, executive producer for public affairs, discusses the focus of the station's public affairs programming. Issues and problems are not emphasized except when they emerge from the personal contact made with the subject on film or videotape. The benefits of "people affairs" programming are explored.

1327. Ferris, Charles D., "FCC Regulatory Policies: A Message from the Chairman," pp. 63-67.

PTR reprints the address presented to the NAB annual convention in April 1978 by Charles D. Ferris, chairman of the FCC. His message calls for excellence and activity at the local station level. Consumer interests, as well as the stations', are emphasized as a focus of FCC attention. Other indicators of FCC regulatory intentions are discussed. Ferris also finds adaptation and not resistance to technological changes of critical importance to broadcasters in terms of survival and fostering innovation and experimentation.

1328. Breitenfeld, Rick, "G.I.G.O.: The Public Broadcasting Congressional Aptitude Test," p. 68.

The characteristics of congressmen as they typically relate to the problems and progress of public broadcasting are measured and scored through this multiple-choice G.I.G.O. test.

Volume 6, Number 4, July-August 1978

Special Issue
Gunn, Hartford N., Jr., Window on the Future: Planning for Public Television in the Telecommunications Era

1329. Chapter 1: "Introduction," pp. 5-6.

In his introduction to the special *PTR* issue, *Window on the Future*, Hartford Gunn, vice-chairman of PBS, suggests the major concerns influencing long-range planning in public broadcasting, i.e., new technologies, marketing of communication services, federal involvement, policy directions, and sources of planning initiatives. An indication of what material follows in subsequent chapters is provided. (See also No. 1330)

1330. Chapter 2: "The Communications Environment: 1980-1990," pp. 7-27.

In the second chapter of his report *Window on the Future*, Gunn reviews the environmental factors that could determine the development of and policy directives for public broadcasting in the decade 1980-1990. Various advances in technology are related to their possible impact upon public broadcasting. Speculations are made as to the economic and demographic character of the U.S. in the 1980s. Several observations about the effects of the economic and demographic trends are offered. The role of the govenment in public broadcasting is analyzed. A few selected observations are made as to the futures of public radio, CPB, PBS, the NAEB, and individual stations. Summary and concluding statements are provided throughout this chapter. (Previous installment: No. 1329) (See also No. 1331)

1331. Chapter 3: "What Business are We In?" pp. 28-30.

The third chapter of Gunn's report, *Window on the Future*, presents assumptions and asks questions about the future directions of public broadcasting. Paramount to any decision making is the need to define the mission of the industry, explain its activities, and justify its importance. Six qualities which "describe the Dominant Characteristics of the U.S. public television system" are outlined. (Previous installment: No 1330) (See also No. 1332)

1332. Chapter 4: "Some Suggestions for the Future," pp. 31-50.

Gunn's fourth chapter to *Window on the Future* is an eclectic approach to providing a future for public broadcasting. The telecommunications center, multimedia concept of the structure and function for the system is promoted. Gunn finds a strong and stable national service vital to maximizing the use and public support of public broadcasting. Alternative program services of regional and local origin would focus upon smaller audience needs. Independently produced and special-interest audience programming are a necessary part of future offerings. Other areas reviewed by Gunn as critical to a well-designed public broadcasting system include financing, audience analysis, international relations, government activities, and management. Basic strategies for 1980-1990 are developed and summarized. (Previous installment: No. 1331) (See also No. 1333)

1333. **Chapter 5: "Conclusion," pp. 51-52.**

The concluding statements to Gunn's report, *Window on the Future*, reemphasize the need for the public broadcasters to expand their concept of service to the public; new technologies must be examined and utilized. Of critical importance to the future of public broadcasting are, in Gunn's opinion, the roles played and the responsibilities assumed by the federal government. (Previous installment No. 1332)

1334. **Breitenfeld, Rick, "G.I.G.O.: Fashions for Long-Range Planning," p. 55.**

The people and organizations playing roles in the public broadcasting system can be attired in fashions suiting their "personalities." G.I.G.O. offers a showing of the styles.

Volume 6, Number 5, September-October 1978

1335. **Fellows, Jim, "Henry Loomis in Retrospect," pp. 4-17.**

In 1978, Henry Loomis retired from his position as president of CPB. James Fellows, president of the NAEB, interviews Loomis. The questions and answers are reprinted in this article. Loomis discusses his initiation into public broadcasting after his stay with the USIA. Most of the conversation deals with the structures and functions of the CPB Board and PBS. Congress and the Nixon and Carter Administrations are considered with regard to their political and funding maneuvers. The Loomis philosophy, management style, success, and failures are revealed through the 13 pages of comment.

1336. **Rice, Michael S., "Independents and PTV: Touching Base on the Issues," pp. 18-28.**

Independent producers have for years approached public television in a piece-meal fashion to promote their ideas and to receive funding and air time. Access to PTV has since become a matter for national policy decision making. Rice reviews why "indies" must be recognized, the roles they fill, and how PTV can best package and present such videotapes and films. Part of the article is presented in a Q&A format. A third section attempts to highlight the issues and the viewpoints of both the PTV station and the independent producer.

1337. **Hallstead, William F., "And Now a Word FOR the Sponsor...," pp. 30-32.**

As director of the Division of Development and Information Services for the Maryland Center for Public Broadcasting, Hallstead does not believe in an insidious plot on the part of program underwriters to meddle in program content. In fact, as long as corporations and foundations gain public relations good will by offering unfettered grants, public broadcasting should continue to encourage such generosity for what it is. As Hallstead states, since both underwriter and broadcaster want audiences to tune in, "...the effort becomes one not of fighting off pressures to warp program content into a puffery of the underwriter's products, but one of coordinating two [public information] efforts to publicize the underwriter's program(s)."

1338. **Ozier, Lance W., "University Broadcast Licensees: Rx for Progress," pp. 33-39.**

The university-licensed public broadcasting station faces special problems regarding operating philosophy, structure, governance, budgeting and financing, day-to-day operations, and personnel. Ozier recommends modifications that could improve station effectiveness. Above all, it is emphasized that a public broadcaster is designed to serve not the institution's but the public's interest, convenience, and necessity.

1339. **Richards, Jane G., "Engineers and Electronic Technicians: Why Do We Train Them and Lose Them?" pp. 40-43.**

Recruitment and retention of skilled technical and engineering personnel in public broadcasting and closed-circuit television systems within university environments is a difficult and universal problem. Salaries and benefits offered by commercial industries often steal trained technicians from the universities. Richards outlines these problems and offers suggestions that may improve the attractiveness of noncommercial positions.

1340. **Metallinos, Nikos, "Broadcast Education: The Status of the TV Production Curriculum in American Colleges and Universities," pp. 44-46.**

A survey conducted with colleges and universities offering coursework in TV production assumed that the effectiveness of the curricula depended upon the projects and exercises incorporated into the coursework. The conclusions are discussed. In general, the curricula are described as "...inadequate and unrealistic compared with the technological advancements and the socioeducational needs of our time."

1341. **Warren, Kenneth L., "Instructional Telecommunications: How Many Opinions To Make a Policy?" pp. 47-50.**

The NAEB Instruction Council sponsored a survey of its members and solicited information and opinion in eight areas: federal financial and policy support, roles of national agencies, production of programs, programming, utilization, staff development, public awareness of instructional telecommunications, and the future of instructional telecommunications. The results are summarized. In each area, further activity and support are indicated. The future directions of the Instruction Council Steering Committee are identified in light of the survey results.

1342. **Mott, Robert A., "The Impact of Technology on the Next Decade," pp. 58-63.**

The many forms of advanced communications technology, e.g., satellite, home computers, fiber optics, videodisc, are explored in a scenario for communications within the next few decades. The expectations are considered hopeful and positive, if the communication industries look to technology not as a threat but as a means to service expansion, efficiency, and experimentation.

1343. **Breitenfeld, Rick, "G.I.G.O.: LEXICON," p. 64.**

From A to Z, catch phrases and organizations are defined (rather loosely) in this page from someone's dictionary.

Volume 6, Number 6, November-December 1978

1344. **Widoe, Russ, "ITV: A Diagnosis and Prognosis," pp. 5-6.**

Lack of plentiful funds and a love affair with the promise of new video technologies are cited as major deterrents to progressive and professional instructional television systems. The future is not certain. Widoe hopes for a renewed interest and dedication to ITV at the national organization levels.

1345. **Barze, Keith E., "TV Programming—Feast or Famine," p. 6.**

Barze comments upon the glut of new programming that invades television schedules every fall. He chastises public TV for attempting to match the efforts of the commercial networks to draw the largest audiences. Alternative premier weeks are suggested—times when ABC, CBS and NBC are less involved in new program promotion and have begun repeat programming. Such seasonal counter-programming is seen as a solution to the feast or famine diet of TV fare.

1346. **Avery, Robert K., and Robert Pepper, "Interconnection Redirection: Public Broadcasting Conflicts and the Emerging Alternatives," pp. 7-25.**

"Interconnection Redirection" represents the fourth article of the Avery/Pepper series on the history and evolution of CPB-PBS relationships (previous installments: Nos. 1157, 1207, 1274). The article summarizes "...the principal conflicts and pivotal events which have transpired since the signing of the 'partnership agreement' in 1973." The authors review interpretations of the CPB-PBS compromise, the controversies surrounding allocations of federal funds to television and radio, and the struggle over national programming control and decision making. The paper concludes with a discussion of the system structure, the allocation of resources, and the importance of the type and variety of people who work in public telecommunications.

1347. **Sheldon, Alan, "Tuning In with Joan Cooney," pp. 26-41.**

An interview with Joan Ganz Cooney reveals the history and development of the Children's Television Workshop. Important to the organization and the programs that it produces have been the encouragement of creativity and the support of effectiveness research. CTW finances and activities are reviewed. The roles filled by Cooney, her management style, and goals for CTW are discussed.

1348. **Mosco, Vincent, "Leaving It to the Market: Executive Reorganization and the House Communications Act Rewrite," pp. 40-45.**

The government's role in telecommunications regulation and policy making was on the verge of change in the latter 1970s. Both Carter Administration reorganization plans and the House rewrite of the Communications Act of 1934 designed new agencies with readjusted communications responsibilities. Mosco dissects these plans, discusses the government agencies involved (OTP, OT, NTIA, USIA, CU, ICA, FCC, CRC, NTA) and explores the implications of reorganization. Of concern in the House rewrite was the support of marketplace and private interest over a public interest standard.

1349. **Moss, Mitchell L., "Two-Way Cable Television: A Community Communications System," pp. 46-49.**

Two-way cable television as an interactive communications link among senior citizens and between senior citizens and local government agencies and officials began as an experiment in Reading, Pennsylvania. The success of the system and the support of the community, both in time and volunteer work, helped the interactive cable system develop into an on-going project. Moss discusses the scope of the project and offers generalizations possibly useful to other interactive cable systems with local communication service projects in mind.

1350. **Johnson, Mark, "The Quest Goes On: The National Search for Localness," pp. 50-53.**

The FCC ascertainment procedures for broadcast licensees, commercial and noncommercial, requires the opinions of the general public and the "leaders" of the local community. Johnson discussed the viability of joint ascertainment of community leaders by a locality's broadcasters. He finds the cooperative effort to be efficient and effective, despite the limitations of the process as defined by FCC guidelines themselves.

1351. Robinson, Richard K., "Survey Research: A Basic Production Tool," pp. 54-59.

WMVS, public TV for Milwaukee and southeastern Wisconsin, engaged in a detailed follow-up to its normal community ascertainment. With the collaboration of Marquette University marketing research classes, WMVS surveyed the community on the problem of crime. Robinson reports on the research process, the development of public affairs programming on crime, and subsequent audience reaction analysis. The article concludes with an evaluation of the joint university/PTV station project.

1352. Sanford, Barbara, *Tryout TV*: Putting the Public in Public TV," pp. 60-62.

WHA-TV in Madison, Wisconsin, supports an innovative approach to public access to television. *Tryout TV* allows viewers to produce programs based upon their own ideas; WHA provides production facilities and funding assistance. The scope of the project is discussed, especially regarding the realities of working with novice TV viewer-producers. Examples of *Tryout TV* programs are noted.

1353. "*PTR* Index: Volume 6, 1979," pp. 67-71.

PTR provides author, title and subject indexes to articles, and reports in the 1978, Volume 6 issues. (Previous installment: No. 1292) (See also 1430)

1354. Breitenfeld, Rick, "G.I.G.O.: The Regulations," p. 72.

Michelangelo's request to the Corporation for Biblical Painting (CBP) for funding of a project to paint the ceiling of the Sistine Chapel receives a cool, bureaucratic letter of reply. The Corporation's need for further information and extensive justification and reconsideration looks familiar.

Volume 7, 1979

Volume 7, Number 1, January-February 1979

1355. Goldstein, Martin M., "The Dark Side of Public Television," pp. 4-18.

The development, funding, production, and cancellation of the docudrama series *Eyewitness* are traced as the relationship of the independent producer to the public broadcasting programming structure is examined. Thomas McCann's three-and-a-half-year experience working with PBS, CPB, and local PTV stations is outlined through correspondence and quotations. Charges that public TV runs a "closed shop," discriminating against independent producers, are considered in light of the politics and policies of program development and distribution.

1356. Avery, Robert K., and Robert Pepper, "Politics in Space: The Struggle Over PTV Satellite Governance," pp. 19-28.

Since the first years of public broadcasting, the distribution of programming through satellite interconnection of PTV and radio stations has been considered. The various working groups attempting to establish policies have included the Satellite Working Group (SWG-1975), the Satellite Interconnection System Project Office (SISPO-1976), the Access Management Council (AMC-1977), the Transponder Allocation Committee (TAC-1978), and, of course, PBS and CPB. Always at the heart of numerous meetings, conferences, and parleys were the issues of satellite control and producer/station/regional organization access to transponders. Fears of PBS domination of system interconnection underscored the negotiation and acommodation process. Avery and Pepper provide a historical perspective on these struggles for public broadcasting's use and governance of the satellite interconnection system (operational by the end of the 1970s).

1357. Sheldon, Alan, "Tracing Roots With Richie Meyer," pp. 29-42.

Through an extensive interview, the PTV philosophy, management style, and goals of Richard Meyer, general manager of KCTS, Seattle, emerge. The discussion focuses upon Meyer's move to KCTS in 1972 and the subsequent expansion of the station's technical equipment, programming, and community relations role.

1358. Sidel, M. Kent, "WARC '79: U.S. Preparation," pp. 43-47.

The allocation, regulation, and utilization of radio frequencies by the United States and 153 other nations was once again the focus of the World Administrative Radio Conference (WARC) held in the Fall of 1979. Writing this article several months prior to the conference, Sidel pinpoints the issues the U.S. delegation will face at this international decision-making session. The radio frequency needs of the developing nations are considered of special importance in light of the huge stakes the United States and Western Europe already have in the electromagnetic spectrum. Briefly outlined is the process by which the government and non-government users of U.S. allocations achieve policy guidelines (FCC, Ad Hoc 144, IRAC, FMAC, NTIA) to be presented at WARC negotiations by Glen O. Robinson of the State Department.

1359. Hallstead, William F. "Is Corporate Underwriting Effective PR?" pp. 48-52.

By reporting the results of a survey commissioned by the Maryland Center for Public Broadcasting, Hallstead sheds light on how PTV viewers perceive corporate underwriting of programs and what motivates corporations to fund public television. General findings and statistics are presented; implications for the future of corporate underwriting are explored.

1360. Goss, Maureen, "Breaking the Sound Barrier," pp. 53-55.

The achievements and goals of the WGBH Caption Center are briefly described in this examination of the center's attempts to translate aural television into a concise written language for hearing-impaired viewers. Among the successes of the center are the *Captioned ABC News* and *ZOOM*. Other programs and services slated for captioning are identified.

1361. Culpepper, Maryanne G., "*Option*: A New Look at Public Affairs," pp. 56-59.

The "Local Programming" department of *PTR* reports on the preproduction and production processes behind Alabama Public Television Network's successful public affairs series *Option*. The difficulties of presenting each program and APTN's intention to keep things lively are discussed.

1362. Olson, Thomas O., "Broadcast Education: A Case for Television Production," pp. 60-62.

Olson calls upon broadcast educators to consider expansion of curricula beyond the elementary job of teaching equipment and TV/radio crew responsibilities. A more sophisticated program of instruction would explore the development of organization, administrative, and leadership roles; teach visual literacy and aesthetics; instill the desire to research the medium; and carefully consider the value and meaning of program content.

1363. Sterling, Christopher H., "Overview of the Best Mass Communications Texts for 1977-1978," pp. 63-71.

The 1977-1978 installment of Sterling's annual review (the 11th) reports on 65 mass communications texts geared to the basic undergraduate college course. The categories include: mass communications surveys, mass communications anthologies, media reference works, broadcasting surveys, broadcast management, advertising, broadcast programs and criticism, media regulation, production guides, and foreign/international communications. (Previous installment: No. 1304)

1364. Rice, Michael S., "The Fight Over Public TV's Purpose," pp. 72-74.

Rice comments upon the four perspectives commonly found when the ultimate purpose of public television is discussed. These four alternatives are: (1) The Electronic Classroom; (2) The Provider of All the Good Things Commercial TV Could Do But Won't; (3) The Access Channel; and (4) The Telecommunications Center. Amidst tighter resources, public TV is asked to come to a consensus about its future development. Otherwise, Rice foresees battles so severe that "...public TV won't be able to serve *any* purpose *well*."

1365. Breitenfeld, Rick, "G.I.G.O.: Graffiti," pp. 76-77.

Mentionables about public broadcasting one would find on a graffiti wall but never in an interoffice memo.

Volume 7, Number 2, March-April 1979

1366. Josephson, Larry, "Why Radio?" pp. 6-18.

Responding to Carnegie Commission II needs, the author proceeded to examine the structure, funding, programming, and listenership of public radio in the late 1970s. Through numerous tables and references to specific radio stations, Josephson provides a concise look at the economic, technical, and audience perspectives of what is considered to be an "overwhelmingly *local* medium." The unique qualities of public radio are underscored, and the need to keep the medium alive is articulated.

1367. Avery, Robert K., and Robert Pepper, "Balancing the Equation: Public Radio Comes of Age," pp. 19-30.

The development of noncommercial radio is traced in this concise report on the national organizations and influential people involved in the medium's history. The struggle for reserved educational channel allocations is chronicled, and the emergence of a viable national public radio system is reviewed. Pertinent to the discussion are the formation and services of the NAEB (formerly ACUBS). The need for national visibility is explored through the 1977 merger of the station representative body the Association of Public Radio Stations (APRS) and the functional network organization, National Public Radio (NPR). Avery and Pepper conclude that the new NPR and its chief executive officer Frank Mankiewicz succeeded in balancing public radio with the power and influence of public television. Maintaining and capitalizing on its gains are cited as public radio's future challenge.

1368. Mankiewicz, Frank, "Public Radio A Decade Hence," pp. 31-34.

Mankiewicz, president of NPR, expresses his concern for the preoccupation with communications hardware and technology. Future challenges of public radio should focus upon increasing its breadth, as well as affording a wider dissemination of its services. As Mankiewicz notes, "In all of this, I think, public radio might be able to play a role in making the airwaves safe for diversity."

1369. Siemering, William H., "Public Radio in the 1980s: Making Connections," pp. 35-37.

In a reflective piece on the interface of future communications technology and its effect on society, Siemering explores what roles public radio will play in the 1980s. World culture and individual growth will be reflected in the author's suggested future programming models. Public radio will be able to ". . .transcend the walled cities of specialized information, making fresh connections and creating new ways of ordering information."

1370. Mullally, Donald P., "Long-Range Planning and the Local Station," pp. 38-46.

Mullally identifies the benefits local public TV and radio stations can derive by developing long-range plans. Practical insights into the elements of the planning process are considered. A six-step system toward creating and implementing a realistic long-range plan is proposed, with examples drawn from one station's experience. The necessity of planning is underscored: at stake is the excellence of public broadcasting service. A course must be projected to ". . .assure that we are active rather than reactive."

1371. Blonston, Ann, "Public Radio's Satellite Service: What's In Store," pp. 48-51.

Projections are made for the services available through public radio's satellite system of the 1980s. Quality controls, station programming of more-than-local concern, and the ability of a station to tailor its service to a target audience are examined at first-day, first-year, second-year, and ten-year operations of the satellite service.

1372. Brightly, Brian, Sandra Rubenstein, Alvin L. Bolt, Ron Roth, Albert P. Fredette, and Robert Ottenhoff, "SCA: Radio's Potential Reservoir for the Future," pp. 52-58.

Through case study discussion, the authors identify how Subsidiary Communications Authorization (SCA) can offer expanded program service to a variety of target groups. Stations are represented who provide reading services for the print-handicapped, "talking libraries," instruction for both the nontraditional and traditional students, and continuing education for medical and legal professionals. An FM electromagnetic spectrum analysis is charted showing the bandwidths and location of SCA.

1373. Calland, Diana, "A Time of Change: CPB Financial Support in the Second Decade," pp. 59-63.

Since 1970, CPB has established criteria for awarding its Community Service Grants (CSG) to qualifying individual public radio stations. Through numerous charts, the past and the revamped 1979 grant qualification criteria are outlined. Changes in CPB standards are noted and related to the CPB's mandate to promote the growth and development of public radio.

1374. Mayes, Bernard D., "Public Radio: Assessing Service Needs," pp. 64-66.

At the dramatic rate of one station signing on the air every week, public radio is examined from its new set of problems and service needs. The Advisory Service of the CPB Radio Activities Office and NAEB-sponsored training workshops are identified as a useful means toward professionalizing the public radio station service.

1375. Frank, Karen S., "Diversity: Lifeblood and Future of Public Radio," pp. 67-69.

Carnegie II challenged public radio to create national structures which would promote healthy competition and creativity. Additionally, the system was encouraged to reflect the diversity of interests and perspectives of each station's distinctly local constituencies. Frank relates these goals to NPR and the locally oriented services provided by the National Federation of Community Broadcasters (NFCB).

1376. Mahler, Richard, "Community Radio: Its Day in the Sun," pp. 70-75.

The origins and growth of "community radio" are traced through the activities of several prominent community stations. The goals of these locally supported stations are related to those of the NPR system. The influence and community Broadcasters (NFCB) are underscored, while the unique qualities of community radio (like those stations of the Pacifica Foundation) are explored.

1377. Dewart, Janet, "Considering Minority Programming," pp. 76-79

Rather than focus upon definitions of minority programming in public radio, Dewart surveys the projects and services provided by NPR and its Department of Specialized Audience Programs (DSAP). Both general and specialized audiences have been served by "Festac," the Specialized Audience Module Service (SAMS), *Crossroads, Enfoque Nacional, Jazz Alive*, "Cuban Festival," "Hispano-Americans, 1978: The Year in Review," and "The Massey Lectures: Dr. Martin Luther King." As concluded by Dewart, ". . .it would be *wise* now to determine that minority programming will best be defined by *doing* rather than discussing."

1378. **Nielsen, Louisa A., "Children's Radio Programming: A Legacy and A Promise," pp. 80-82.**

In exploring the potential of children's radio programming, Nielsen briefly relates the programming concerns of the 1930s and 1940s with contemporary needs. Underlying her discussion is the demand for understanding how the media influence our lives, decisions, and preferences.

1379. **Monroe, Florence M., "Building One Public Radio Station," pp. 83-86.**

Filling the "good music" and public affairs void in radio programming for Birmingham, Alabama, became the task of a hard-working group of people armed with institutional and community support. Monroe describes the construction and sign-on of public radio station WBHM (December 5, 1976).

1380. **Loper, James L., "The Magic of the Medium," pp. 87-88.**

Loper briefly reminisces about the early days of KOY radio in Phoenix, attempting to illustrate how the unique qualities and versatility of public radio can foster a vital medium that shares and builds upon the programming and efforts of public television.

1381. **Dignam, Monica, "Formative Research Methods in Radio," pp. 89-91.**

Emphasizing the importance of relating audiences and their expectations to the creation of new radio programs, Dignam outlines and describes 11 common-sense methods toward implementing formative research in program development.

1382. **Wheatman, Vic, "Towards Vitality and Experimentation in Radio Content Programming," pp. 92-95.**

Wheatman samples a variety of program formats that have succeeded in public radio. Underlying his review is the philosophy that support of producers must be encouraged. Promotion of innovative programming best utilizes the versatility of the radio medium.

1383. **Breitenfeld, Rick, "G.I.G.O.: Public Broadcasting Cafeteria & Truck Stop," p. 96.**

What would you find on a menu that serves up public broadcasting's staples?

Volume 7, Number 3, May-June 1979

1384. **Mason, Kenneth, "On the Mission of Public Broadcasting," pp. 6-9.**

Carnegie II Commissioner Mason takes issue with the final report's lack of specific operational guidelines on the implementation of the following philosophical points of view. He suggests that public broadcasting is noncommercial and that equivocation as well as a philosophical error. In addition, serving the public interest comes from increased citizen participation in setting goals and in use of facilities rather than from emphasizing the need for increased freedom from outside direction. Mason also argues that funds from the proposed Program Sevices Endowment should be applied only to U.S.-produced programs, with foreign programming obtained through swaps or corporate gifts.

1385. **Carlisle, Robert D. B., "AIT's *ThinkAbout*: ITV Bridge to the 1980s," pp. 10-19.**

The Agency for Instructional Television's sixty program series, *ThinkAbout*, is hailed as ITV's most ambitious project. Its seven years of development, funding, design, and production are discussed.

1386. **Nyhan, Michael J., Robert Johansen, and Robert Plummer, "Home Information Systems: Some Thoughts on the Role of Public Broadcasting," pp. 20-25.**

Public television will certainly be affected by new teletext and videotext developments, and the authors describe the state of these technologies to date. Their current uses are related to the CEEFAX system available to BBC viewers. Public television is urged to begin exploring the public service possibilities these information services can provide. Applications for both TV and radio are suggested.

1387. **Sheldon, Alan, "The Loper Style," pp. 26-35.**

In an interview, James Loper, president and chief executive of KCET describes his background in public broadcasting and the development of public television in the Los Angeles area. The discussion covers a variety of areas—financing, budgeting, distribution, personnel management, board and community relations, and the influence satellites, CATV, and pay TV on American broadcasting.

1388. **Holmberg, Stevan R., and H. Kent Baker, "Community Advisory Boards: Managing the Challenge for Maximum Benefit," pp. 36-41.**

The authors make specific recommendations for improving community advisory board effectiveness. Included in the article are discussions of board functions, areas of activity, member selection and rotation, board size, orientation programs, chair responsibilities, meeting frequency, and subcommittee feasibility.

1389. **Liechti, Harris N., "Toward a New Paradigm: Teaching the Future of Telecommunications," pp. 42-46.**

Today's telecommunications programs are oriented almost exclusively toward an examination of the past and present of broadcasting. The author discusses the benefits to students that will accrue from the opportunity to study the future of telecommunications as well: the potentials, both good and bad, of new technology, and the impact of changing political, economic, and social forces. Liechti provides a resource list of books and organizations concerned with telecommunications and the future.

1390. **O'Brien, D. V., "Scenes from a Marriage," pp. 47-48.**

Educators and public broadcasters can offer more by working together in their mutual interest in serving the public. The author suggests that telecommunications technology can be applied to the many services colleges offer in addition to courses: counseling, assessment, credentialing, and records keeping.

1391. **Blodgett, Frank E., "The Television Production Curriculum: A Rejoinder," pp. 50-51.**

Specific objectives for television production courses are given by the author. He takes issue with the view that certain simple formats, such as interviews and newscasts, are unchallenging and representative of a trade school approach. Such formats are recommended as useful building blocks in realizing the objectives and goals identified.

1392. **Porter, Michael J., "Preparing Students for Careers in Nonbroadcast Media." pp. 52-54.**

Porter notes the widespread existence of media departments both in industrial and non-industrial corporations. In recognition of their use of television, he conducted a survey of these media personnel. Respondents rated the usefulness of a media course and ranked attributes an employer considers when interviewing for job placement. The author synthesizes and summarizes the suggestions made for improving college communications programs.

1393. **Hunt, Linda, "*Channel 17 Reports*: Filling the Gap in Buffalo," pp. 56-58.**

Programs and production specifics of WNED's praised weekly investigative news report are described by its producer.

1394. **Bonham, George W., "Public and Private Television," pp. 62-63.**

This critique of the second Carnegie Commission's final report faults the recommendations on the future of instructional broadcasting. Bonham is particularly concerned about the lack of consideration given to the effect new technical advances in cable TV services will have on television as an individualized learning tool.

1395. **Breitenfeld, Rick, "G.I.G.O.: The Consultant—1983," p. 64.**

A mock advertisement from a consulting firm promises to up your PTV ratings with such syndicated features as "Dating Game Recap" and "The Nude Chef."

Volume 7, Number 4, July-August 1979

1396. **Mosco, Vincent, "Political Power and Public Access," pp. 6-13.**

Congressional subcommittees' recommendations for the proposed revision of the Communications Act of 1934 are described as a major blow to public access to and input into the mass media. Despite the hue and cry by major commercial broadcasters and the Bell system, the author finds that threats to broadcasters from the courts, the FCC, public interest groups, and new technologies such as cable are far from fatal. Mosco claims that the deregulation emphasis of the recommendations are unjustified and may give us centralization and an unregulated monopoly in the name of competition.

1397. **Sullivan, Patrick J., "*World*: The First Two Seasons," pp. 14-21.**

Through a discussion of individual programs in WGBH's documentary series, *World*, the author comments on their value and on the documentary form in general.

1398. **Kerr, John S. II, "Marketing: A Management Approach for Public Broadcasting," pp. 22-26.**

Development and marketing specialist Kerr describes the advantages and techniques of a marketing approach in ascertaining audience needs. Included are some suggestions from Nancy Gelmann to apply a maketing approach to increase the use of ITV.

1399. **Polsky, Richard M., "Looking Ahead: Recruitment and Training," pp. 27-33.**

Polsky describes current programs available for females, handicapped persons, and minority group members but points out the lack of similar opportunities available to talented people outside of these specific groups. The importance of Carnegie II recommendations for recruitment, training, and funds for sabbaticals are underscored.

1400. Sheldon, Alan, "The Young Tradition," pp. 34-45.

Sheldon's lengthy interview with Elizabeth Young, the new director of the Public Service Satellite Consortium, covers such topics as PSSC history, funding, services, staffing, future, and development. Young's background in public broadcasting and her managerial style are also central to the discussion.

1401. Doolittle, John C., "Measuring the Success of *Over Easy*," pp. 46-50.

The content and format of *Over Easy*, one of few national programs targeted for older persons, are described. An analysis of how well the program is meeting its objectives finds it successful in presenting a positive image of older persons but less successful in the areas of encouraging interaction between generations and in presenting workable projects involving older citizens. Results from two group discussions with senior citizens are also described.

1402. Stebbins, Gene R., "PTV Membership Support: Its Beginnings," pp. 52-54.

The author describes how Pacifica founder Lewis Hill's concept of listener support was implemented in California during the 1950s. This idea was also put into use by KQED. The subsequent spread of subscriber membership throughout the public broadcasting system is related.

1403. Hallstead, William F., "An Introduction to Newsletters," pp. 56-58.

Avoidance of a slick format, and brevity are among the author's recommendations for newsletters. Results of a reader survey regarding newsletter preferences, suggested sources, and newletter impact are also discussed.

1404. Lott, George E., Jr., "Mojave Desert PTV Station Seeks Experienced. . .," pp. 58-59.

Lott makes suggestions about hiring procedures that focus on courteous and prompt dealings with applicants.

1405. Brown, Tyrone, "PTV Audience Building: Going About It in A Businesslike Way," pp. 60-63.

The FCC commissioner calls for more effective audience research, especially in regard to target audiences, program objectives that are based upon these findings, more target audience programming, and better program promotion. He also urges public broadcasters to take advantage of cable, videodisc, and videocassette.

1406. Breitenfeld, Rick, "G.I.G.O.: The Innocent," p. 64.

Breitenfeld's letter from a 12-year-old raises the issues of ascertainment, target audience programming, and commercialization.

Volume 7, Number 5, September-October 1979

1407. Day, James, "The Independents, the System, and the Search for Diversity," pp. 4-7.

Day proposes that decentralization of programming sources results not in increased diversity but in unnecessary duplication of efforts, energy, equipment, overhead, scrambling for funds from the same sources, and in the reduction of local programming efforts to attempt to break into national distribution. He feels that the search for increased quality and diversity would be best served by moving away from the present system of station-based production centers, substituting instead a reliance upon independent production centers in the style of the Children's Television Workshop. PBS programming by consensus is questioned for its contributions to diversity. Day finds that Carnegie II's Program Services Endowment would fall short of its objectives.

1408. DeMartino, Nick, "The Case for a Center for Independent Television," pp. 8-11.

Elaborating on his recommendations to the Carnegie II final report, independent producer DeMartino underscores the need for a Center for Independent Television. The Center would serve as a *bona fide* voice for independent producers; it also would perform a number of functions that normally deplete energies better devoted to production efforts. He recommends possible roles, structure, and funding for the center.

1409. Freiberger, Paul, "Western Public Radio: The Independent Producer Gets a Chance," pp. 12-14.

With the NPR-West move from San Francisco to Los Angeles in 1971, former Bureau Chief Leo Lee stayed to create Western Public Radio, a unique nonprofit radio production and training center. WPR's contribution to public radio, its focus on minority group documentaries, and the training experiences it provides are highlighted. The newly created association for independent radio producers, Audio Independents, is hailed for its role in facilitating the growth and estalishment of more groups like WPR.

1410. **Foxx Ruth, "Educational Radio's First Rural Station," pp. 15-21.**

The former program director of WBKY, the first U. S. educational radio station established to serve a rural area (in Kentucky), recalls the creation and brief history of this experimental station.

1411. **Lucoff, Manny, "The University and Public Radio: Who's in Charge?" pp. 22-26.**

Lucoff chronicles the University of Southern Florida administrators' manipulations of WUSF-FM's station format. He discusses the difficulties of insulating the programming process from adminstrator purse strings.

1412. **Trufelman, Lloyd, "The Missing Chapter: Pacifica Radio," pp. 27-33.**

The author traces the establishment of the Pacifica Foundation and the early years of its first station, KPFA-Berkeley. He describes the background and industry contributions of Pacifica's founder, Lewis Hill.

1413. **Wollert, James A., and James M. Haney, "Editorializing and Fundraising: Do They Mix?" pp. 34-37.**

Anticipating an eventual lifting of public broadcasting's ban on editorializing, the authors conducted a survey of public radio station managers. Of particular interest was the finding that station managers who conduct on-air fundraising (as encouraged by Carnegie II proposals) would be less likely to air editorials.

1414. **Harrison, S. L., "Improving Radio Program Guides," pp. 40-42.**

The author profiles program guides distributed by public radio stations and suggests a number of production guidelines.

1415. **Blakely, Robert J., "Adult Education and Public Broadcasting: A Crossroads," pp. 43-44.**

Blakely describes the approach, methods, and content of a graduate course on adult education and public broadcasting. The course assumed that organized nonprofit groups, under the guidance of an adult education specialist, could prepare and present their own programs for public stations.

1416. **Horner, Wesley, "Live from Salzberg: A First For Public Radio," pp. 45-48.**

The producer of the first live transmission of music to the United States from Europe chronologically describes the project's inception.

1417. **Davy, Robert, "Tomorrow's Families: A TV Series for Young Adults," pp. 49-51.**

Targeted for young people and young couples, *Tomorrow's Families* is an information series dealing with pregnancy and child raising. Of particular interest is the soap-opera format. Reasons for this production decision are discussed.

1418. **Moyers Bill, William J. McGill, Sheila Mahoney, and Walter W. Heller, "Comments from Carnegie II," pp. 56-62.**

Excerpts from various articles and speeches made by the authors, all of whom served on the second Carnegie Commission, are presented. Comments published since the release of *A Public Trust* treat such topics as funding, administration of funds, national programming and the role of stations, and the impact of new technology.

1419. **Breitenfeld, Rick, "G.I.G.O.: Neologisms," p. 64.**

Bureaucratese à la public telecommunications is provided in this handy reference to proper word selection for those occasions where one needs to sound knowledgeable.

Volume 7, Number 6, November-December 1979

1420. **Roll, Charles W., Jr., "Public Expectations: What Are They?" p. 5.**

The approximately 126 million people who tune in to public TV and radio stations are only part of the taxpaying public paying public broadcasting's bills. Roll suggests that the preferences and expectations of all taxpayers are quite unknown and should play a part in answering such policy questions as whether greater emphasis should be placed on extending coverage or on improving and expanding programming within present coverage areas.

1421. **Mears, Michael, and Odell Skinner, "An Overload of Public Television or How To Use a Community Advisory Board," pp. 8-12.**

The Maine PTV Network designed and executed a two-day workshop for their community advisory board. The workshop involved the board members in situations dealing with production, programming decisions, fundraising, and budgeting and was noted as an excellent and intensive introduction to all aspects of station operations.

1422. **Spears, Lawrence D., "The Local Public Broadcasting Board: A Memo to New Directors," pp. 13-18.**

The author approves of the trend toward accountability and activity among boards of directors. He discusses how to effectively enlarge board input into financial supervision, long-range planning, policy formulation, and management performance review.

1423. **Grossman, Lawrence K., "Diary of a Visit to China," pp. 20-33.**

Grossman relates an interesting account of two weeks in China with the American Television

Chief Executives Delegation. The organization and program content of Chinese broadcasting are observed. The relationship between the national channel of Central China television and the local programming of Shanghai Broadcasting is discussed through reports on meetings with the two broadcast service directors.

1424. Smith, Richard, "College-Level Telecourses Take a New Turn," pp. 34-35.

For nearly a decade, the extension service of the University of Maryland has been offering credit courses with a television component patterned after British Open University models. The courses have succeeded with an over-35 audience and the modestly affluent who have had previous college instruction (a profile close to that of the average PTV viewer). The director of development at the Maryland PTV network describes a proposal to offer these courses nationwide.

1425. Rowland, Willard D., Jr., "Ascertainment and Research in Public Broadcasting," pp. 36-46.

Rowland's study, the first portion of a two-part report submitted to Carnegie II, examines the impact of PTV station ascertainment and ascertainment research upon program planning and evaluation, the nature of these activities, the benefits provided, and concerns that ascertainment procedures raise. Findings indicate that most public broadcasting stations are experimenting with a variety of formal and informal evaluative procedures, resulting in new opportunities for public participation. The article also provides a background on the history of and debates surrounding the adoption of ascertainment.

1426. Bailey, George, and Tom Church, "Public Radio and the Ratings," pp. 47-49.

The authors underscore the value of understanding and using ratings and dispute some common assumptions about the public radio audience. Questions and answers about radio audiences demonstrate the applicability and usefulness of sound audience analysis.

1427. LeRoy, David J., "The PTV Conundrum," pp. 50-58.

LeRoy discusses research useful to programmers in their program acquisition, scheduling, and promotion. His research suggests several strategies.

1428. Sheldon, Alan, "Organizational Management and Human Behavior," pp. 59-62.

Problems and managerial responses are related to the need for administrators to balance integrity and responsiveness, autocracy and democracy.

1429. Asimov, Isaac, "Computerized Education in a Low Birth Rate Society," pp. 65-67.

Asimov, whose endeavors provide a testimony to man's pleasure in learning, identifies this trait as the most characteristic of the human species. He proposes that the future use and development of computers, both as individualized learning tools and as machines to free men from time spent in the mundane and repetitive tasks of running society, will increase pleasure in and time available for life-long learning and development.

1430. No Author Named, "*PTR* Index Volume 7, 1979," pp. 68-73.

Articles included in the 1979 *PTR* are listed by author, title, and subject. (Previous installment: No. 1353).

1431. Breitenfeld, Rick, "G.I.G.O.: Chronicle," p. 76.

The hand-to-mouth nature of public broadcasting's existence is parodied in this newspaper clip.

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